



Metropolitan Nashville Public Schools Office of Innovation

Charter School Application Recommendation Report

Antioch Preparatory Academy

*Submitted By
Antioch Preparatory Academy*

Evaluation Team

Art Fuller, Team Lead - Executive Director, Knowledge Academies

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Ex-Officio - Dr. JoAnn Brannon, MNPS Board of Education

Alan Coverstone, Executive Director, Office of Innovation

Carol Swann, Coordinator of Charter Schools

Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, four (4) review teams were assembled to review the April, 2012 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

Additionally, the Office of Innovation and one MNPS board representative exercised additional oversight of the process.

The stages of review are as follows:

Proposal Evaluation

Each team conducted individual and group assessment of the merits of the proposals upon submission April 1, In the case of experienced operators, MNPS requested additional information in the form of a replication application to assist teams with due diligence in assessing the applicants' record of performance.

First Round

Teams came to a consensus on each application and presented their findings to the Office of Innovation. Those applications deemed not ready due to their earning scores of "does not meet" or "partially meets" standards in most areas do not move further through the process.

Interview

Those applications moving forward are invited to an interview by their review team. The purpose is to provide the applicants an opportunity to address questions or concerns raised in the review of the written application and to evaluate the applicant's capacity to implement the proposed program effectively. It is possible that the team will request additional supplemental information or even an additional interview to clarify any outstanding concerns.

Consensus Judgment

The evaluation team submits their final recommendation to approve or deny the application to the Office of Innovation. The Office of Innovation reviews with each team lead the objective reasons and readies the recommendation for the MNPS Board of Education.

Evaluation Contents

This evaluation report includes the following:

Proposal Overview

Basic information about the proposed school

Recommendation

An overall judgment regarding whether the proposal meets the criteria for approval

Evaluation

Analysis of the proposal based on the four major areas of plan development

- **Educational Plan** – including Mission, Vision, Executive Summary and Educational Philosophy; Curriculum and Instruction, Target Population, School Calendar and Daily Schedule; Special Student Populations (exceptional education and English Language Learners); School-specific goals and objectives, Assessment; School Climate and Discipline; and Prior Success in Raising Student Achievement
- **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; and Community Involvement.
- **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; Transportation/Food Service/Other Partnerships; Insurance; and Pre-Opening Plan
- **Evidence of Capacity** – Including the skills and experience of the proposed governance and leadership team, relevant experience, and record of performance

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the

application must meet or exceed the criteria in all four areas (thirteen separate areas of the scoring rubric).

Proposal Overview

Antioch Preparatory Academy

Mission and Vision

The mission of Antioch Preparatory Academy is to create an academic foundation by nurturing the development of each child's social, emotional, physical and cultural growth within a rich and stimulating environment; to cultivate a strong relationship between students, parents, school and community to improve family dynamics and needs within the Greater Antioch area; and to equip students with 21st Century academic skills so that they will leave with a world perspective and ability to compete nationally and globally.

The vision of Antioch Preparatory Academy is to diligently serve its students, parents, and community to create exemplary scholars, good citizens, and strong leaders. Each student is taught to be resourceful, innovative thinkers who excel in the classroom and community.

Proposed location

Antioch area – no facilities specified

Enrollment Projections

<i>Academic Year</i>	<i>Planned # of Students</i>	<i>Maximum # of Students</i>	<i>Grades</i>
<i>Year 1 2013-14</i>	<i>120</i>	<i>120</i>	<i>K-1</i>
<i>Year 2 2014-15</i>	<i>180</i>	<i>180</i>	<i>K-2</i>
<i>Year 3 2015-16</i>	<i>240</i>	<i>240</i>	<i>K-3</i>
<i>Year 4 2016-17</i>	<i>300</i>	<i>300</i>	<i>K-4</i>
<i>Year 5 2017-18</i>	<i>360</i>	<i>360</i>	<i>K-5</i>
<i>At Capacity</i>	<i>360</i>		<i>K-5</i>

RECOMMENDATION

Recommendation

Antioch Preparatory

Deny

Summary of Section Ratings

Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Part 1 Educational Plan

Partially Meets

This includes the plan for the educational program and parent/community involvement

Part 2 Organizational Plan

Partially Meets

This includes the proposed governance and management structure, including skill and experience of governing board, and leadership team, relevant experience and record of performance based on due diligence. Also included is school staffing, start-up and operations, performance management systems and facilities plans

Part 3 Business Plan

Does Not Meet

This includes the start-up budget, operating budget and budget notes and assumptions

Part 4 Evidence of Capacity

Does Not Meet

Included is a summary of all other sections and a statement of the overall confidence of the review committee that the applicant has the capacity to start and operate a successful school

Educational Plan

Plan Summary – Antioch Preparatory Academy proposes a K-5 literacy focused elementary school located in the Antioch area of Nashville that is patterned after the Rocketship education hybrid model. This model combines traditional classroom teaching with individualized instruction to promote learning outside the classroom. The Antioch Prep interpretation of the model will be four curriculum-learning blocks throughout the day: Math, Language Arts and Social Studies, Reading and Science, and Specials (PE, Art, Music, Foreign Language).

Also mentioned is an optional developmental enhancement program called Rise, which will be a partnership between teachers, students, parents, and the community to help ensure interaction between all groups.

Analysis – The Antioch Preparatory plan only partially meets criteria for approval because the proposal was not able to articulate exactly what curriculum and instruction would look like for students and teachers. It pre-supposes the review team is familiar with the Rocketship hybrid model and is insufficient in its description. Also lacking was any research or supporting evidence this model would be effective with the targeted group of students. The stated schedule provides a very long day for young students and no research to support its effectiveness.

The review team commented on the disorganization of the application, in that it did not follow the format outlined in the State of Tennessee charter application and they were forced to search to see if the required application components were included.

Specific and measurable benchmarks were not in evidence nor aligned to Tennessee State Performance Standards or Common Core Standards. The TCAP research presented was referenced from 2009, not from the latest information available.

The State of Tennessee Charter Application outlines eight (8) specific curriculum areas to be addressed by applicants and only a few of these were explained by this application. Additionally, there were no procedures presented for evaluating selected curriculum and methods to ensure effective implementation.

There was no organized plan for professional development, retention and regular evaluation of staff

Additionally, the curriculum framework as designated offered little differentiation for students with special needs or English Language learners. Supporting research was

non-existent.

A preliminary list of assessments was provided, however the assessment plan was insufficient and did not include a schedule of frequency or a plan to evaluate selected assessments for effectiveness. Limited research was provided to support either the selected assessments or the interventions stated as a result of the assessments.

Promotion and retention practices were not addressed and more explanation was needed for how assessment data would inform instruction, or how teachers would be trained to use assessment data.

Connecting student progress to state benchmarks, specifically the new accountability as outlined by the waiver is not discussed, and there is insufficient evidence that expectations of student mastery have been well thought out.

Details concerning special needs students are sparse, with a support process discussed but not formalized. Much more detail is needed to ensure appropriate and legal supports are in place for these students, and due process rights need to be included. Again, reference is to outdated law, IDEA 97, when IDEA 2004 is the current law.

Student discipline policies are provided, but procedures are unclear and information concerning expulsion and suspension is insufficient. While there is reference to due process and procedural safeguards for students with disabilities, it is unclear how the process would be implemented. There are general, vague statements with no specificity. There do not appear to be plans in place for alternative education for students with disabilities who must be excluded from the classroom for behavioral issues.

Although this application partially meets in some areas, the committee does not believe the applicants are ready to open and run a successful charter school due to insufficiencies in curriculum design.

Organizational Plan

Plan Summary – Antioch Preparatory has a five (5) member governing board and has not yet been granted 501(c)(3) non-profit status. According to the application it is in the process of being filed with the IRS. There are proposed by-laws and a board timeline included. No school leader has been identified to date.

Analysis – Antioch Prep partially meets criteria for approval as a charter school only because the application did include a governing board and proposed by-laws. There is no description of a process to develop the applicant team or how individual board members will contribute. There is no evidence of planned board training, which is state law, or how the school plans to comply with the Open records laws. While the legal status is explained, it is incomplete and insufficient. There is no documentation the applicant has applied for non-profit status other than one sentence. There is no plan for evaluating the board or for replacing board members as their terms expire.

There is no school leader identified, and although there is a description of qualifications, it is insufficient and there is no process presented for hiring and evaluating the school leader. Subsequently, general job descriptions are given for various other positions in the school, but they are incomplete and it is not clear if or how they circle back to the mission and vision of the school. There is not sufficient funding in the budget to support the hiring process that is described.

Transportation is described, but the narrative indicates parents have to “opt-in” to receive transportation, which raises questions concerning the ability of the school to meet required attendance numbers. The budget narrative lacks specific detail on the annual allocation for bus personnel or busses.

Food Service is described and this applicant would choose to utilize MNPS food services. However, the budget narrative lists a very low food cost and no funds for build out of kitchen space if needed as required by MNPS Food Service in order to meet standards. The applicant is equally vague on how students would receive free and/or reduced price meals and how parents make application.

Facilities are a concern as there is no description of facility requirements or more than a brief mention of finding facilities in the Antioch area. The school budget does not reflect reasonable costs for facility build-out in the event of needing to meet ADA requirements, for example. The application did not present a timeline for finding and equipping a suitable facility. It is unclear whether the applicant understands the costs associated with daily operation of a facility.

Insurance requirements are mentioned and there is a list of the types of insurance coverage for which the school will contact, however, the costs listed in the budget are insufficient for the coverage required.

Business Plan

Plan Summary – The business plan is based on a beginning enrollment of 120 and ending enrollment of 360 students. Per-pupil revenues are held constant at \$8,000 per student from the Basic Education Plan (BEP) . It assumes full funding of the Charter School Program grant at \$600,000 over three years. Expenditures are estimated at a baseline amount and assumes a 3% cost of living adjustment in years two through five.

Analysis – The business plan does not meet the criteria for approval due to lack of a start-up plan, cash flow projections, or a rationale for assumptions. There are no cost breakdowns in specific areas such as teacher salaries, computers, benefits and insurance assumptions).

There is no plan included for an audit, nor does the school appear to follow generally accepted accounting practices, as outlined in state law. Plans for developing sound fiscal policies and communication of those policies are insufficient and unclear. The school indicates that spending decisions and purchasing will be regulated, however, a clear description of the process is not indicated. Limited information is provided as to what services will be purchased or contracted and the procedures in place for ensuring strong fiscal accountability. Internal controls are also lacking.

Stronger evidence is needed on how spending priorities align with the school’s mission.

The budget assumptions and numbers themselves give evaluators no confidence that the applicant is ready open a school that is fiscally sound.

Evidence of Capacity

Plan Summary – Evidence of capacity as presented by this applicant included longer school days, a balanced calendar, family focus, use of the Rocketship hybrid model curriculum, and integration of technology into the curriculum.

Analysis – The overall evidence of capacity does not meet the standard for approval because there are a substantial number of areas in the state application documents and scoring rubric the applicant simply did not address. The guidelines issued by the state were not followed and the review team was forced to search to find information. There was no focus on measurable student achievement outcomes or qualitative. The review team could find no alignment with Tennessee standards or Common Core Standards, nor did there seem to be a firm understanding to accountability under Tennessee law.

The applicant provided very few detailed intervention and outreach strategies specifically for students with disabilities, English Language learners, and students from at-risk populations.

The budget was weak in detail and lacking a start-up component, cash flow, and specific budget assumptions associated with teacher salaries and professional development.

No facility was described, nor was a rationale for space needed, therefore the budget for facilities could not be analyzed effectively.

There was no school leader was identified, and the description of duties insufficient.

Student discipline policies were vague and lacking in due process safeguards for students with disabilities.

Taken as a whole, the evaluation team does not believe this applicant is ready to open and run a highly successful school.



Metropolitan Nashville Public Schools Office of Innovation

Charter School Application Recommendation Report

Excel Academy

*Submitted By
Goodwill Industries, Inc.*

Evaluation Team

Gini Pupo-Walker, Team Lead – Director of Family Involvement, MNPS
Candice McQueen – Dean of Education, Lipscomb University
Donna Hackett – ESEA Grant Consultant, Federal Programs, MNPS
Amy Banes – School Improvement Program Facilitator, MNPS
John Mann – Acting Executive Director ELL, MNPS
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application must meet or exceed the criteria in all four areas (thirteen separate areas of the scoring rubric).

Proposal Overview

Excel Academy

Mission and Vision

Excel Academy's focus is to provide access to secondary education to adults who have left the school system. The mission of the school is two-fold:

- People age 18+ who have left the local school system, have the opportunity to attain a high school diploma, and
- Excel Academy coaches provide academic and career counseling leading to post-secondary education, job training and/or a good job.

Proposed location

Excel proposes to locate either in the north Nashville area or the Antioch area.

Enrollment Projections

<i>Academic Year</i>	<i>Planned # of Students</i>	<i>Maximum # of Students</i>	<i>Grades</i>
<i>Year 1 2013-14</i>	<i>225</i>	<i>225</i>	<i>Adults 18 +</i>
<i>Year 2 2014-15</i>	<i>325</i>	<i>325</i>	<i>Adults 18 +</i>
<i>Year 3 2015-16</i>	<i>425</i>	<i>425</i>	<i>Adults 18 +</i>
<i>Year 4 2016-17</i>	<i>525</i>	<i>525</i>	<i>Adults 18 +</i>
<i>Year 5 2017-18</i>	<i>550</i>	<i>550</i>	<i>Adults 18 +</i>
<i>At Capacity</i>	<i>550</i>		<i>Adults 18 +</i>

RECOMMENDATION

Recommendation

Excel Academy

Deny

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Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

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Does Not Meet

This includes the plan for the educational program and parent/community involvement

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Part 4 Evidence of Capacity

Does Not Meet

Included is a summary of all other sections and a statement of the overall confidence of the review committee that the applicant has the capacity to start and operate a successful school

Educational Plan

Plan Summary – Excel Academy proposes a school for adults 18 and over who have previously dropped out of school. The pace will be accelerated, with students able to earn a credit in one subject area every eight weeks. The school will offer five different time periods of classes throughout the day, thus allowing students to earn more than one credit per eight week session. This model is based on a school started by Goodwill Industries in Indianapolis, Indiana.

Assessments include the Test of Basic Adult Education (TABE), required end of course tests, and the COMPASS College Placement assessment test.

Coaches will be hired to assist students with personal learning plans, attendance and life situations that may keep them from completing their education.

A special education teacher and staff that are dually certified in special education and ESL will be hired.

Analysis – The educational plan does not meet criteria for approval because, while the applicant offers a compelling rationale for educating adult students, much is left out.

Measurable goals and objectives are not evident, and it is not clear if the curriculum will align with Tennessee State performance standards or Common Core. The lack of a clear description of the proposed curriculum plan was a major concern for the reviewers, as well as a lack of explanation regarding how the various proponents would be implemented. Additionally it was unclear how assessments would be used to inform instruction.

A coherent and effective strategy for students with disabilities and English language learners was missing, even though teachers with dual certification would be hired. No plan was evident to support students who were failing classes or unable to keep pace with the learning environment. Coaches were to be hired, but their role was not fully understood by the reviewers.

Without a curriculum framework, reviewers were unable to get a clear picture of this school in regard to staffing of day and evening sessions, Saturday school and scheduling. It was not clear how credit recovery classes worked and if credit recovery was totally on-line.

Organizational Plan

Plan Summary – The school’s founding board consists of ten (10) members who have experience in legal, human resources, accounting, marketing, finance, governance and non-profits. There is also a three person advisory committee to the board who will participate in ad hoc committee projects as assigned by the founding board.

Biographies of board members are included, along with policies, by-laws and board training plans. The group has applied for 501 (c)(3) status.

The board will hire a President/CEO. The President will hire the principal. Board responsibilities are outlined.

The school calendar is divided into five eight week sessions and one month long shortened cycle during the holidays.

There is a hiring plan and job descriptions for staff.

Analysis – The organizational plan partially meets criteria for approval because it is unclear how high quality staff will be recruited and retained. Additionally there is a distinct lack of a recruitment plan for students.

Professional development plans are not sufficient and the relationship between teachers and coaches is not clear.

The educational plan indicated the administrator will create and oversee implementation of the curriculum, but the job description indicates the principal can possibly be hired lacking curriculum development experience.

Professional development is insufficiently detailed and the budget does not reflect the training necessary for the amount of PD described.

The reviewers were unclear on management of the school and the narrative left questions concerning how the school is staffed for a 12 hour day. If there is only one administrator, who is in charge of the school for the evening classes?

The founding board lacks educational expertise, either in K-12 or adult education, and the reviewers were not confident they were ready to open and run a successful charter school.

Business Plan

Plan Summary – The business plan is based on an enrollment of 225 students in year one and increasing in years 2-5 to 550. Per pupil revenues are calculated at \$7, 645 per student and assumes a 1% increase in student funding each year.

As a start-up, the first year funds are projected to be a \$100,000 grant from Goodwill Industries and a line of credit, also from Goodwill Industries.

The application includes the funding formula from the state attendance manual as a way of calculating BEP funds. The applicant also indicates a professional fundraiser will be hired to generate revenues for the school.

Analysis – The business plan partially meets criteria for approval because the applicant made assumptions that the funding for adult high schools as outlined in the state attendance manual was available using the same formula for an adult charter school without offering any evidence.

Additionally, the over-reliance on fundraising and a line of credit was equally concerning to the review committee. The budget was built on reaching 550 students on four campuses by year 5 and no alternative plans were given in the event the school becomes under enrolled.

There did not seem to be a clear financial growth plan as far as facilities, staff, and programs and the IT budget did not seem reflective of the supports needed for an on-line credit recovery program.

Evidence of Capacity

Plan Summary – The evidence of capacity as presented in this application is replication of a successful school model in Indianapolis and a support from a strong organization in Goodwill Industries. The applicant makes a compelling case with supporting research on the need for adult education in the Nashville area.

Analysis – Evidence of capacity does not meet criteria for approval because, although there is a case to be made and a need for adult education, this concept does not align with any one of the six strategic areas outlined in the request for proposal issued in September, 2011 as priorities for charter school applications. No attempt is made by the applicant to address that issue.

Along with the many areas of concern already cited, the district strategic priorities center around educating students in grades PK-12. It is not in the best interests of the district or the community to lose sight of those priorities and commit both human capital and limited monetary resources to programs that do not align with those priorities, no matter how compelling the cause.

For these reasons the review committee recommends denial of this charter application.



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Charter School Application Recommendation Report

*Fusion Connection of Nashville**

*Submitted By
Better Blended Learning for Nashville*

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Proposal Overview

Fusion Connection of Nashville (soon to change name to Nexus Academy)

Mission and Vision

The mission of Fusion Connection is to offer young people an innovative, inspirational, and individualized blended learning option that is flexible in time and place but unyielding in its high expectations, and laser focused on graduating each student ready for college and/or career.

The vision of Fusion Connection is an innovative “blended learning” charter high school which combines the very best of face-to-face and online learning to provide a personalized pathway to post-secondary success for students who seek an alternative to the traditional school setting.

Proposed location

No specific location was identified.

Enrollment Projections

<i>Academic Year</i>	<i>Planned # of Students</i>	<i>Maximum # of Students</i>	<i>Grades</i>
<i>Year 1 2013-14</i>	<i>200</i>	<i>200</i>	<i>9-11</i>
<i>Year 2 2014-15</i>	<i>250</i>	<i>250</i>	<i>9-12</i>
<i>Year 3 2015-16</i>	<i>250</i>	<i>250</i>	<i>9-12</i>
<i>Year 4 2016-17</i>	<i>250</i>	<i>250</i>	<i>9-12</i>
<i>Year 5 2017-18</i>	<i>250</i>	<i>250</i>	<i>9-12</i>
<i>At Capacity</i>	<i>250</i>		<i>9-12</i>

RECOMMENDATION

Recommendation

Fusion Connections

Deny

Summary of Section Ratings

Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Part 1 Educational Plan

Does Not Meet

This includes the plan for the educational program and parent/community involvement

Part 2 Organizational Plan

Does Not Meet

This includes the proposed governance and management structure, including skill and experience of governing board, and leadership team, relevant experience and record of performance based on due diligence. Also included are school staffing, start-up and operations, performance management systems and facilities plans

Part 3 Business Plan

Does Not Meet

This includes the start-up budget, operating budget and budget notes and assumptions

Part 4 Evidence of Capacity

Does Not Meet

Included is a summary of all other sections and a statement of the overall confidence of the review committee that the applicant has the capacity to start and operate a successful school

Educational Plan

Plan Summary – Fusion Connection is proposing a high school with grades 9-12 that focuses on blended learning – part time in the classroom and part time with on-line classes through a partnership with Connections Education.

(<http://bluetoad.com/publication/?m=1702&l=1>.)

Fusion is targeting high school students county-wide who are at risk of dropping out, gifted, students who must work to support families, and students who have dropped out of school, or are at risk for doing so due to being unable to find a school that “fits”. Fusion will design a personal learning plan for each student, one to one computing and dynamic differentiation of instruction.

Analysis – Fusion Connection does not meet the standard for approval because it does not provide a clear picture of the academic program and lacks specificity in critical areas including curriculum development in the classroom, professional development of staff, underdeveloped plans for English Language learners and students with disabilities, and lack of specificity concerning the target population of students and how the blended learning model is appropriate for them.

Very little research was presented that the blended learning model is effective with the targeted population. Additionally, the application indicates blended instruction works equally well with at-risk, gifted and dropout populations, with no evidence presented that indicates how these diverse populations benefit from this approach.

It is unclear what assessments would be used and how results from those assessments would drive instruction. The entire curriculum appears to be based solely on the courses offered by Connections Education. It is entirely unclear how classroom instruction would supplement the on-line offerings and which classes are entirely on-line and which are a blend of both. Equally unclear is how the on-line teachers and the classroom teachers collaborate. No plan is presented to remediate students learning based on assessment results.

Professional development plans are insufficient and underdeveloped. A school leader was not identified, and it is unclear from the application if the school leader will have to have experience with virtual learning. The application indicated all lesson plans, scope and sequence and pacing guides would come from Connections, Inc.

There is an emphasis placed on 21st Century skills, particularly technology, but the budget does not reflect funding to support a virtual environment. Additionally, in the discipline handbook there is a rule that prohibits personal communication devices at

school, which led the committee to question how students gained access to the virtual environment.

Classroom instruction description is insufficiently defined, and from the application, it appears even when students are physically in a classroom setting, instruction is provided on-line. It is unclear how teachers will remediate students who are behind academically.

Plans for English Language learners and students with disabilities are inadequate in scope and detail. It is unclear how students with IEP's that require direct service will be accommodated and the on-line programs mentioned (LiveSpeech online speech therapy, Word Q, Dragon Naturally Speaking, text readers) were mentioned with no supporting research indicating they are effective with special populations. It is unclear, for example, how a student who is in a wheelchair would attend Fusion Connection, as no transportation is offered. Additionally, there was no supporting evidence that LiveSpeech online therapy was as effective as traditional speech therapy.

Organizational Plan

Plan Summary – Fusion Connection has a founding board of directors consisting of four individuals and anticipates at least one parent board member. The organizational structure consists of the board of directors having a direct link to Connections, and the principal reporting to the governing board. The group is incorporated under Better Blended Learning of Nashville, Inc.

Personnel on site will include a principal, secretary, three full-time teachers (Math, English and Physical Education), three paraprofessionals and part time instructors in the arts and sciences. All other staff will be on-line and shared with other Connections schools across the state and country. Additionally there will be a guidance counselor on-line.

Transportation will not be provided, although the school indicated they may pay for bus passes. Food service will be contracted.

Fusion Connections does not have a proposed facility, although they included detailed plans for facility design, with a need described for 15,000 square feet to accommodate a student body attending in two shifts. They include several possible buildings/sites in their appendices.

Student enrollment policies are discussed and rely heavily on Connections to manage. The student-teacher ratio is 35:1 and students attend in two shifts.

Fusion Connection did not apply for specific waivers from the state or MNPS.

Analysis – The organizational plan does not meet the criteria for approval because of a lack of board members with expertise to start and run a virtual school, unclear staffing plan, and insufficient planning for transportation for students with disabilities. The founding team appears to be underestimating the challenge of starting a high school and achieving success.

Although the partnership with Connections is referenced throughout the application, there is no evidence of a formal partnership agreement or MOU.

The staffing plan is concerning to the committee with only three teachers for in-class learning and a virtual guidance counselor. It is unclear how a student who is behind on credits, or who needs advice on college application will receive assistance. Equally unclear is how students will navigate various required assessments such as ACT and SAT with no on-site guidance counselor.

The student enrollment plan appears to be managed in its entirety by Connections, and while it is similar in nature to the process within MNPS, no mention is made of the recruitment, enrollment and lottery requirements of the district. It is unclear if the applicant knows this process exists.

The food service plan indicates meals served at staggered times but there is no clear insight given into how that process works or how a vendor would accommodate such a diverse schedule.

The founding board consists of only four members, none of which possess any relevant educational experience. The board structure and governance plan does not give confidence this group understands the challenges of running a high school.

The discipline plan is detailed, although infractions and subsequent consequences are not clear. Although differentiation is discussed for special education students, there appears to be confusion as to how and when change of placement can occur.

Fusion Connection did not ask for waivers from the state or MNPS, but several will be needed in order for the kind of school Fusion envisions to start and run successfully.

Business Plan

Plan Summary – The budget is presented on the appropriate state form and there is a narrative describing some budget assumptions. There are plans to use industry standard accounting software that aligns with generally accepted accounting practices and an annual audit is planned in accordance with state law.

Analysis – The business plan does not meet criteria for approval because the team failed to present a sound, sustainable five year operating budget.

On the revenue side, the budget reflects an overreliance on lines of credit and fund raising during the start-up year and the first years of operation. The narrative indicates there will be a no-interest line of credit of \$200,000 from Connections Education; however, there is no letter or other corroborating documentation showing an agreement from Connections to supply the line of credit. Repayment on this line of credit does not show up until year two (2). The budget assumes a \$25,000 grant from Connections, again with no corroborating documentation. Other revenue projected are BEP funds, Title I and IDEA funds for students with disabilities.

On the expenditure side, there were several items evaluators were unable to analyze due to lack of clarity. For example, there is little in the narrative concerning technology and the technology budget does not appear large enough to sustain a virtual school environment. This does not support the mission or vision for the school.

Salaries appear out of line, with teachers being paid \$40,000 with a potential 5% bonus each, but paraprofessionals being paid \$30,000 with a potential 5% bonus.

Facilities costs appear low at \$10 per square foot, and there is a budget for hard copies of textbooks, but no explanation of which texts will be on-line and which hard copies.

Additionally, there are line items for a \$150,000 loan for building improvements and a \$165,000 loan for furniture and fixtures, neither of which is explained in the budget assumptions nor is there a letter from a bank or lending institution which indicates such a loan is forthcoming.

Evidence of Capacity

Plan Summary – This application presents very little in the way of evidence of capacity and many unanswered questions. The governing board has no education experience and is small in size. While the idea of a blended learning environment is exciting and the applicant showed a great passion, no valid research is presented on the viability of a school with this focus.

Analysis – The Evidence of Capacity does not meet the criteria for approval. Generally, the applicants did not show tangible evidence of their ability to start and run a successful charter school. Their reliance on Connections for both academic and financial sustainability is not sustainable, and no tangible evidence is presented that Connections will partner with this school, either in the form of a contract or a letter.

There are significant programmatic design elements that are lacking and the explanation for how the blended classes operate was insufficient. The plan for special education and English Language learners was deficient and there was not enough explanation of how those students would be able to keep up with on-line curriculum.

Budget assumptions and budget allotments were concerning, with no cash flow projections and two loans listed for which there was no evidence a lending institution had been contacted or agreed to grant the loans. The school relies heavily on Connections to fund the first several years through lines of credit and grants.

The evaluation committee agreed unanimously this applicant is not ready for a charter school and recommends denial.



Metropolitan Nashville Public Schools Office of Innovation

Charter School Application Recommendation Report

Genesis Transitions

Submitted By Genesis Learning Centers

Evaluation Team

Gini Pupo-Walker, Team Lead – Director of Family Involvement, MNPS
Candice McQueen – Dean of Education, Lipscomb University
Donna Hackett – ESEA Grant Consultant, Federal Programs, MNPS
Amy Banes – School Improvement Program Facilitator, MNPS
John Mann – Acting Executive Director ELL, MNPS
Derrick Williams – Family Involvement Specialist
Dan Killian – Special Projects Coordinator, Exceptional Education, MNPS
Dalila Duarte – Doctoral Candidate, TSU, Intern with Gini Pupo-Walker
Jill Flaherty – High School Coordinator, MNPS

Ex-Officio – Dr. JoAnn Brannon, MNPS Board of Education
Alan Coverstone, Executive Director, Office of Innovation
Carol Swann, Coordinator of Charter Schools

Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, four (4) review teams were assembled to review the April, 2012 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

Additionally, the Office of Innovation and one MNPS board representative exercised additional oversight of the process.

The stages of review are as follows:

Proposal Evaluation

Each team conducted individual and group assessment of the merits of the proposals upon submission April 1, In the case of experienced operators, MNPS requested additional information in the form of a replication application to assist teams with due diligence in assessing the applicants' record of performance.

First Round

Teams came to a consensus on each application and presented their findings to the Office of Innovation. Those applications deemed not ready due to their earning scores of "does not meet" or "partially meets" standards in most areas do not move further through the process.

Interview

Those applications moving forward are invited to an interview by their review team. The purpose is to provide the applicants an opportunity to address questions or concerns raised in the review of the written application and to evaluate the applicant's capacity to implement the proposed program effectively. It is possible that the team will request additional supplemental information or even an additional interview to clarify any outstanding concerns.

Consensus Judgment

The evaluation team submits their final recommendation to approve or deny the application to the Office of Innovation. The Office of Innovation reviews with each team lead the objective reasons and readies the recommendation for the MNPS Board of Education.

Evaluation Contents

This evaluation report includes the following:

Proposal Overview

Basic information about the proposed school

Recommendation

An overall judgment regarding whether the proposal meets the criteria for approval

Evaluation

Analysis of the proposal based on the four major areas of plan development

- **Educational Plan** – including Mission, Vision, Executive Summary and Educational Philosophy; Curriculum and Instruction, Target Population, School Calendar and Daily Schedule; Special Student Populations (exceptional education and English Language Learners); School-specific goals and objectives, Assessment; School Climate and Discipline; and Prior Success in Raising Student Achievement
- **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; and Community Involvement.
- **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; Transportation/Food Service/Other Partnerships; Insurance; and Pre-Opening Plan
- **Evidence of Capacity** – Including the skills and experience of the proposed governance and leadership team, relevant experience, and record of performance

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all four areas (thirteen separate areas of the scoring rubric).

Proposal Overview

Genesis Transitions

Mission and Vision

As Genesis Learning Centers strives for excellence, it is our mission as individuals and as a whole to assist each child, youth, and adult we serve to reach for their greatest human potential, to find success from within, and to actively participate in the community of humankind.

The Genesis Transitions vision is to provide young people who are preparing to exit high school, and who may not have the gifts and/or desire to continue on with post-secondary education through colleges or advanced technical schools, with the preparation and opportunity to maximize their talents, become active participants in adult community living and find success in life time employment opportunities.

Proposed location

No site specifically given, although the applicant is looking for space close to their current facilities on Allied Drive. The applicant is working with a realtor to find suitable space.

Enrollment Projections

<i>Academic Year</i>	<i>Planned # of Students</i>	<i>Maximum # of Students</i>	<i>Grades</i>
<i>Year 1 2013-14</i>	<i>32</i>	<i>32</i>	<i>Ages 17-22 students with disabilities</i>
<i>Year 2 2014-15</i>	<i>56</i>	<i>60</i>	<i>Ages 17-22 students with disabilities</i>
<i>Year 3 2015-16</i>	<i>56</i>	<i>60</i>	<i>Ages 17-22 students with disabilities</i>
<i>Year 4 2016-17</i>	<i>56</i>	<i>60</i>	<i>Ages 17-22 students with disabilities</i>
<i>Year 5 2017-18</i>	<i>56</i>	<i>60</i>	<i>Ages 17-22 students with disabilities</i>
<i>At Capacity</i>	<i>60</i>		<i>Ages 17-22 students with disabilities</i>

RECOMMENDATION

Recommendation

Genesis Transitions

Deny

Summary of Section Ratings

Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Part 1 Educational Plan

Partially Meets

This includes the plan for the educational program and parent/community involvement

Part 2 Organizational Plan

Partially Meets

This includes the proposed governance and management structure, including skill and experience of governing board, and leadership team, relevant experience and record of performance based on due diligence. Also included are school staffing, start-up and operations, performance management systems and facilities plans

Part 3 Business Plan

Partially Meets

This includes the start-up budget, operating budget and budget notes and assumptions

Part 4 Evidence of Capacity

Does Not Meet

Included is a summary of all other sections and a statement of the overall confidence of the review committee that the applicant has the capacity to start and operate a successful school

Educational Plan

Plan Summary – Genesis Transitions is a uniquely designed school for students ages 17-22 who have mild to moderate intellectual disabilities and are likely not to go on to higher education due to those limitations. The program will focus less on “grades” and more on measurable skill development for graduation, employment and community living. A major goal of the program will be graduation with the ability to become employed full time, move on to higher education or implement a home-based social enterprise.

The school envisions 36 students to begin with, eventually reaching 60 as a maximum number. The location will be in a large warehouse setting that contains a fully equipped apartment for home living skills training and space for an in-house social enterprise such as contracted work for Second Harvest Food Bank.

Analysis – The educational plan partially meets the criteria for approval because the applicant establishes a compelling need with accompanying data establishing that students with disabilities represent the lowest graduating sub-group.

However compelling the idea is, however, the mission and vision are both vague and the curriculum plan does not provide clear and measurable outcomes. Even after the interview, the applicant was unable to articulate how gaps in skills and knowledge would be addressed, nor was there mention of which standards would be used, how they would be measured, and how the school would know if they were being successful. There was no curriculum presented for those students who would work to get a high school diploma other than a reference to the EdOptions on-line GED program. The applicant could not answer questions concerning how that program works and why it was chosen for this population of students. It appeared to the review committee there would be no attempt to assist students who want a high school diploma.

Genesis has established several key partnerships with community agencies to provide training to students on a voluntary basis. Particularly concerning to the committee was the use of senior citizens as “job coaches” for the students. Some of these seniors are homebound and the indication was students would travel to their homes. The liability issues this could possibly create were not addressed in the application nor was the applicant able to articulate how they would address this issue. Since transportation is not provided, there were many unanswered questions concerning how a pool of senior volunteers could support a group of up to 60 students with disabilities in consistent, sustained and meaningful ways.

A partnership with Second Harvest Food Bank for job training skills would be implemented by bringing the work to Genesis. The review committee had serious concerns that students who never left the sheltered environment of Genesis could not learn the socialization skills needed to get and keep a job. Also concerning is lack of a back-up plan for students who might need a different type of setting. The applicant could not articulate a plan for bringing on additional business partnerships other than showing the review committee a binder with businesses from the 1980's who had participated in a similar program. The fact that this model had been abandoned over 30 years ago was equally concerning, especially since the abandonment was for lack of finances. The applicant did not convince the evaluation team that the same thing would not happen again, leaving students with no other options.

The applicant generally made the assumption that members of the evaluation team would automatically know what is meant by the terms "mild" and "moderate" disability, Asberger's Syndrome, and mild autism. Much greater detail was needed to define this population and why their needs could be met more effectively in the Genesis environment.

Organizational Plan

Plan Summary – Genesis Transitions would become a part of the non-profit corporation named Genesis Learning Centers, which has been incorporated since 1983. There is a voluntary board of directors consisting of 10 people from education, real estate, insurance, finance, banking and tax management.

The school staff would consist of an Executive Director, a Director of Operations, an Exceptional Education Teacher, a Projects Manager, an Employment Liaison, an educational assistant and a projects associate in year 1. Subsequent years would see additional employability staff, and project managers.

The school has facilities at present on Allied Drive in Nashville, and the application indicates they are looking for warehouse space to build out their school design in the immediate area. They articulate a plan for space allocation and locating on or near public transportation routes.

Transportation would not be provided, with the expectation that students would make use of public transportation if they had no other available means of transport. Food service would be provided as it currently is at Genesis Learning Center, through a contracted vendor.

Analysis – The organizational plan partially meets the criteria for approval because although a governing board is presented, there are many aspects of that section left unanswered. The application very specifically requires an organizational plan that outlines the roles and responsibilities for implementing a school's program successfully, including an internal and external evaluation plan for the board. Also missing was a comprehensive plan for board training as required by state law. Equally concerning to the review committee was a lack of a plan to replace board members who leave, lack of a plan for board members to rotate off and no plan to recruit new members.

The staffing plan includes only one exceptional education teacher for the first 5 years of operation with a potential caseload of 60 students. There did not appear to be plans to staff licensed and highly qualified teachers who could help students attain high school credits and no staffing plan was given for the EdOptions program. It is unclear whether this web-based program already has teachers, or if Genesis would hire them.

No school leader had been identified and it was unclear to the committee if the current staff at Genesis Learning Centers would be utilized during the transition, and if so, how the extra workload would be accommodated within the organization. It is assumed by

the applicant that students would be referred to them by MNPS Exceptional Education Department, which led evaluators to question whether the applicant was prepared to recruit and enroll the students who are their targeted population.

Business Plan

Plan Summary – Genesis Transitions assumes three sources of revenue: Basic Education Plan funds at \$8,000 per student, IDEA funds at \$2,000 per student, and the Charter School Planning Grant at \$600,000 over a three year period.

A five-year budget is presented on the appropriate state form. Genesis intends to operate using generally accepted accounting procedures and turn in an annual audit as prescribed by law. Insurance certificates are presented with required coverages.

Analysis – The Business Plan partially meets criteria for approval because a budget was submitted on the appropriate state form and there is a narrative of budget assumptions. However, the budget is not supported by clear assumptions or a rationale. There are only three sources of revenue listed. The BEP funds are assumed at \$8,000 per student, however, that figure includes transportation, which Genesis has clearly stated they will not provide (see page 93).

IDEA funds are allocated on a reimbursement basis only and are only allowed for federally recognized disabilities.

The Charter School Planning grant is assumed as a part of the budget, however, this is a competitive grant and it is not automatically allocated to new charter schools. There is no plan for replacing those funds if they are not available.

A line of credit was referenced, but not included in the budget assumptions or reflected in the budget documents. The budget narrative did not mention costs for the on-line high school degree program and educational supplies were budgeted at only \$100.00 per year.

Costs of the EdOptions on-line GED program were not mentioned either in the budget assumptions or in the budget.

The budget as presented raised serious questions concerning financial sustainability which were not thoroughly answered in the interview phase. The revenue assumptions are unrealistic and not sustainable for the long run, and no detailed plan was presented.

Evidence of Capacity

Plan Summary – The evidence of capacity presented by this applicant rests solely on the fact that Genesis Learning Centers have been operating for a number of years and has been a contracted partner with Metro Nashville Public Schools.

Analysis – The evidence of capacity does not meet the criteria for approval at this time. Although there is a demonstrated need for a school of this type, there were key areas where the applicant failed to provide information crucial to the evaluation committee's review. The budget is inadequate and needs more explanation, as is the organizational plan. It is unclear how students will be chosen for this school and how it will be financially sustainable with a small number of students. Revenue assumptions are not accurate and insufficient information is given.

There is a question of liability when sending students to the homes of elderly volunteers, and the applicant did not address this and had no answer when asked in the interview phase.

There are no plans for governing board transition, or board training as required by law. Staffing plans are inadequate and unclear, as is the on-line EdOptions program.

At this time, the evaluation committee recommends denial for this charter school.



Metropolitan Nashville Public Schools Office of Innovation

Charter School Application Recommendation Report

Gifted Achievers University School

Submitted By
Gifted Achievers University School, Inc.

Evaluation Team

Art Fuller, Team Lead - Executive Director, Knowledge Academies

Chris Reynolds - President and COO of LEAD Public Schools

Mary Laurens Seely - Data Coach, MNPS

Denise Bourke - Title I Coordinator, Federal Programs, MNPS

David Moore - Executive Director Elementary Instruction, MNPS

Kevin Stacy - EL Specialist, MNPS

Lorraine Stallworth - Family Involvement Specialist, MNPS

Gerry Altieri - Coordinator of Special Education, MNPS

Amy Downey - Lead Principal for Middle Schools, MNPS

Ex-Officio - Dr. JoAnn Brannon, MNPS Board of Education

Alan Coverstone, Executive Director, Office of Innovation

Carol Swann, Coordinator of Charter Schools

Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, four (4) review teams were assembled to review the April, 2012 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

Additionally, the Office of Innovation and one MNPS board representative exercised additional oversight of the process.

The stages of review are as follows:

Proposal Evaluation

Each team conducted individual and group assessment of the merits of the proposals upon submission April 1, In the case of experienced operators, MNPS requested additional information in the form of a replication application to assist teams with due diligence in assessing the applicants' record of performance.

First Round

Teams came to a consensus on each application and presented their findings to the Office of Innovation. Those applications deemed not ready due to their earning scores of "does not meet" or "partially meets" standards in most areas do not move further through the process.

Interview

Those applications moving forward are invited to an interview by their review team. The purpose is to provide the applicants an opportunity to address questions or concerns raised in the review of the written application and to evaluate the applicant's capacity to implement the proposed program effectively. It is possible that the team will request additional supplemental information or even an additional interview to clarify any outstanding concerns.

Consensus Judgment

The evaluation team submits their final recommendation to approve or deny the application to the Office of Innovation. The Office of Innovation reviews with each team lead the objective reasons and readies the recommendation for the MNPS Board of Education.

Evaluation Contents

This evaluation report includes the following:

Proposal Overview

Basic information about the proposed school

Recommendation

An overall judgment regarding whether the proposal meets the criteria for approval

Evaluation

Analysis of the proposal based on the four major areas of plan development

- **Educational Plan** – including Mission, Vision, Executive Summary and Educational Philosophy; Curriculum and Instruction, Target Population, School Calendar and Daily Schedule; Special Student Populations (exceptional education and English Language Learners); School-specific goals and objectives, Assessment; School Climate and Discipline; and Prior Success in Raising Student Achievement
- **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; and Community Involvement.
- **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; Transportation/Food Service/Other Partnerships; Insurance; and Pre-Opening Plan
- **Evidence of Capacity** – Including the skills and experience of the proposed governance and leadership team, relevant experience, and record of performance

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the

application must meet or exceed the criteria in all four areas (thirteen separate areas of the scoring rubric).

Proposal Overview

Gifted Achievers University School

Mission and Vision

The mission of Gifted Achievers University School is to create an environment for academic and practical instruction where students learn to embrace their unique abilities and responsibilities and become successful, future leaders of the world

Proposed location

No specific location was given, although there is mention of possible modular units located somewhere in North Nashville.

Enrollment Projections

<i>Academic Year</i>	<i>Planned # of Students</i>	<i>Maximum # of Students</i>	<i>Grades</i>
<i>Year 1 2013-14</i>	<i>112</i>	<i>112</i>	<i>K-2</i>
<i>Year 2 2014-15</i>	<i>144</i>	<i>144</i>	<i>K-3</i>
<i>Year 3 2015-16</i>	<i>176</i>	<i>176</i>	<i>K-4</i>
<i>Year 4 2016-17</i>	<i>192</i>	<i>192</i>	<i>K-5</i>
<i>Year 5 2017-18</i>	<i>224</i>	<i>224</i>	<i>K-6</i>
<i>At Capacity</i>	<i>224</i>		<i>K-6</i>

RECOMMENDATION

Recommendation

Gifted Achievers University School

Deny

Summary of Section Ratings

Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Part 1 Educational Plan

Partially Meets

This includes the plan for the educational program and parent/community involvement

Part 2 Organizational Plan

Does Not Meet

This includes the proposed governance and management structure, including skill and experience of governing board, and leadership team, relevant experience and record of performance based on due diligence. Also included are school staffing, start-up and operations, performance management systems and facilities plans

Part 3 Business Plan

Does Not Meet

This includes the start-up budget, operating budget and budget notes and assumptions

Part 4 Evidence of Capacity

Does Not Meet

Included is a summary of all other sections and a statement of the overall confidence of the review committee that the applicant has the capacity to start and operate a successful school

Educational Plan

Plan Summary – The Gifted Achievers University School application focused on educating up to 240 students in grades K-6, with an emphasis on the unique abilities of the whole child. Also mentioned is expanding to a 6-12 school in years 6-11. However, since there are no middle or high school curricula mentioned nor is there an academic plan for those students, only years 1-5 with 240 K-6 students are addressed in this report. The proposed location and emphasis is on families in North Nashville who fall below the federal poverty level.

The applicant states the intent to make meaningful connections between the natural abilities of students and purposeful opportunities by providing an environment that stimulates and reinforces those opportunities. The academic program centers on the principle of nurturing nature in pursuit of positive academic outcomes.

Gifted Achievers University School proposes a student to teacher ratio of 16 to 1, with a longer academic year and a longer academic day.

Analysis – The educational plan only partially meets the standard due to the fact that while some information is presented, such as an academic calendar, the application as a whole does not provide a clear picture of the academic program and lacks specificity in critical areas including alignment of Tennessee State Performance Indicators and Common Core Standards.

Among the most significant weaknesses was the lack of explanation regarding how various components of the proposed education plan would be implemented. Specifically it was unclear to the committee how and where professional development would happen, relevance of curriculum materials to students with disabilities and/or students who struggle with grade level material, and how the Individual Learning Plan presented would be implemented. While clearly envisioning an expansion to a K-12 school, no mention was made in this application concerning the middle or high school grades – there were no schedules, curriculum, graduation requirements, alignment with Common Core and Tennessee State standards, assessments or operational plans given.

Even more noteworthy was the applicant's total lack of plans for English Language learners at any level. The explanation for this was "they would locate in an area that traditionally does not have a high population" of EL students. This was totally unacceptable to the review committee, and represented a pattern in this application of

disregarding areas of the application that the applicant did not deem necessary to address.

The assessment plan presented was not clear and had no data to indicate alignment with state standards. Additionally, the assessments that were presented did not include a timeline for frequency, a plan to use the data to inform classroom instruction, or a plan to select additional assessments based on the data received. There is limited research presented that support the chosen assessments or interventions. Missing are procedures for corrective actions based on the assessments, specifically with EL and special needs populations, as well as plans for sharing results with parents and community.

No plan is presented by this applicant to identify and meet the needs of English Language learners, students with disabilities or gifted students. Although the school indicates it will follow all state and federal guidelines regarding special needs populations, there is no indication in the staffing plan or budgetary plan the applicant understands the extent of their responsibilities. Additionally, the discipline is clearly meant for older students and does not address the needs of young students. There is no mention of accommodations in the discipline plan for students with IEP's, or an indication the applicant understands due process rights under the law. On page 58, the school states any teacher may physically restrain a student if necessary, and there is no indication the applicant is aware of the training required for physical restraints.

Overall, the educational plan is inadequate to give confidence this applicant could open and run a successful school.

Organizational Plan

Plan Summary – Gifted Achievers has filed for 501(c)(3) non-profit status with the Internal Revenue Service and formed a founding governing board comprised of 14 people. There are by-laws presented in the application, along with committee responsibilities and conflict of interest statements.

Transportation of students is addressed by stating busses will be leased from Blue Firm Transportation. Facilities to house the school are not mentioned at all, other than to indicate a proposed plan to lease space from the district did not materialize.

There is a reference to a school leader, teachers and a school secretary in the personnel section, with a list of personnel qualities desired by Gifted Achievers University School

Analysis – The Organizational Plan for Gifted Achievers does not meet the standard for approval because, while presenting a governing board and committee structure, the application falls short in presenting how this structure will enhance the chosen school model. There are general statements indicating the qualities of all personnel, but no specificity included. There are also no plans for board member training, board evaluation, or indications of compliance with Open Meetings laws.

The application does not provide adequate strategies for recruitment and retention of effective teachers. There are vague job descriptions given for the school leader and teachers, with the only detailed description being of the school secretary. There is no school leader identified and no process given to hiring and evaluating the school leader.

Transportation is described in detail, with busses being leased from Blue Firm Transportation Company. However, the budget does not reflect costs for transportation, nor is transportation addressed in the budget narrative. Likewise, food service is addressed briefly, but not reflected in the budget documents or the budget narrative.

Equally inadequate attention was given to facilities, and in fact, they are not addressed at all in the application. There is a brief reference to being unable to lease space from the district and a vague reference to modular buildings somewhere in the North Nashville area.

Business Plan

Plan Summary – The business plan as presented by Gifted Achievers University is brief and provides few details for how the applicant plans to develop and manage the school's infrastructure and finances. It pre-supposes a full Charter School Grant Program award, BEP and IDEA funding.

Analysis – The business plan does not meet the criteria for approval because there was so little detail that there was hardly enough for the evaluation team to analyze. The minimal information that is provided is indicative of a founding group with experience that is not adequate for managing the start-up phase of a charter school, nor does it give the review committee any sense that the school would be successful in the long term.

The budget is included with a limited budget narrative with minimal connection to the school's mission and focus. No information is given as to what the assumptions are based upon and it cannot be determined if the budget balances. The budget is not on the appropriate state budget forms, as is specified in the application narrative.

There is no plan presented for an audit nor does the school include plans to follow generally accepted accounting practices. Purchasing procedures are not addressed and no plan is given to report financial information to the community or the charter school office.

Salaries for teachers are omitted in the budget narrative and healthcare services are assumed to be pro bono, but supporting evidence is not offered. There is no contingency plan for under enrollment, and no cash flow projections.

The budget document presented has many "XXXX"s for numbers, indicating that public school finance is not the applicant's area of expertise or within their current capacity.

Evidence of Capacity

Plan Summary – This applicant presents very little evidence of capacity to successfully start and run a charter school. They do have a large board, but with limited educational experience and no plan to include board training and evaluation. The applicant certainly communicates a passion to provide a better education for students in Metro Nashville public Schools and their founding board all signed letters of commitment.

Analysis – The Gifted Achievers University Academy does not meet criteria for approval overall due to the following deficiencies within the application:

- Lack of a specific and detailed curriculum plan that aligns with Tennessee State Standards and Common Core Standards
- No plan for EL students
- No mention of middle and high school learners at all, although the school is requesting approval of a K-12 school
- Staffing plans are inadequate
- Professional development plans are not adequately developed and aligned to the school's mission and vision
- Detailed intervention and outreach plans for s for special needs students are undeveloped and inadequate
- Discipline plans do not include due process and do not protect student rights
- No clear description of facilities needs
- School leader not identified, nor are the criteria for hiring detailed
- Budget lacking specificity in most sections and not presented on the appropriate state form
- Budget lacks detail and was very difficult to analyze, but does not appear to balance due to lack of specific numbers



Metropolitan Nashville Public Schools Office of Innovation

Charter School Application Recommendation Report

Great Hearts Academies Nashville

*Submitted By
Great Hearts America - Tennessee*

Evaluation Team

Lisa Wiltshire, Team Lead – Assistant Director of Strategic Planning, MNPS

Brian Williams – CEO Hands On Nashville

John Thomas – SIP Planning Facilitator, Federal Programs, MNPS

Pam Burgess – Family Involvement Specialist, MNPS

Todd Wigginton – Coordinator of High Schools, MNPS

Celeste Hentz – EL Specialist, MNPS

Rick Caldwell – Charter School Liaison, Exceptional Education, MNPS

Mark Mason – Consulting teacher, middle schools, MNPS

Gary Satyshur – Director of Operations, LEAD Public Schools

Ex-Officio – Dr. JoAnn Brannon, MNPS Board of Education

Alan Coverstone, Executive Director, Office of Innovation

Carol Swann, Coordinator of Charter Schools

Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, four (4) review teams were assembled to review the April, 2012 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

Additionally, the Office of Innovation and one MNPS board representative exercised additional oversight of the process.

The stages of review are as follows:

Proposal Evaluation

Each team conducted individual and group assessment of the merits of the proposals upon submission April 1, In the case of experienced operators, MNPS requested additional information in the form of a replication application to assist teams with due diligence in assessing the applicants' record of performance.

First Round

Teams came to a consensus on each application and presented their findings to the Office of Innovation. Those applications deemed not ready due to their earning scores of "does not meet" or "partially meets" standards in most areas do not move further through the process.

Interview

Those applications moving forward are invited to an interview by their review team. The purpose is to provide the applicants an opportunity to address questions or concerns raised in the review of the written application and to evaluate the applicant's capacity to implement the proposed program effectively. It is possible that the team will request additional supplemental information or even an additional interview to clarify any outstanding concerns.

Consensus Judgment

The evaluation team submits their final recommendation to approve or deny the application to the Office of Innovation. The Office of Innovation reviews with each team lead the objective reasons and readies the recommendation for the MNPS Board of Education.

Evaluation Contents

This evaluation report includes the following:

Proposal Overview

Basic information about the proposed school

Recommendation

An overall judgment regarding whether the proposal meets the criteria for approval

Evaluation

Analysis of the proposal based on the four major areas of plan development

- **Educational Plan** – including Mission, Vision, Executive Summary and Educational Philosophy; Curriculum and Instruction, Target Population, School Calendar and Daily Schedule; Special Student Populations (exceptional education and English Language Learners); School-specific goals and objectives, Assessment; School Climate and Discipline; and Prior Success in Raising Student Achievement
- **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; and Community Involvement.
- **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; Transportation/Food Service/Other Partnerships; Insurance; and Pre-Opening Plan
- **Evidence of Capacity** – Including the skills and experience of the proposed governance and leadership team, relevant experience, and record of performance

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the

application must meet or exceed the criteria in all four areas (thirteen separate areas of the scoring rubric).

Proposal Overview

Great Hearts Academies Nashville

Mission and Vision

The mission of Great Hearts America is to create a network of academically rigorous, classical, liberal arts primary, middle, and high schools in the metropolitan Nashville area. This network prepares its graduates for success in the most highly selective colleges and universities in the nation and, as well, to be leaders in creating a more philosophical, humane, and just society.

Proposed location

Great Hearts is applying for the first of five schools to be located throughout Nashville. The location of the first one will focus on the West Nashville area.

Enrollment Projections

<i>Academic Year</i>	<i>Planned # of Students</i>	<i>Maximum # of Students</i>	<i>Grades</i>
<i>Year 1 2013-14</i>	<i>657</i>	<i>657</i>	<i>K-9</i>
<i>Year 2 2014-15</i>	<i>702</i>	<i>702</i>	<i>K-10</i>
<i>Year 3 2015-16</i>	<i>857</i>	<i>857</i>	<i>K-11</i>
<i>Year 4 2016-17</i>	<i>917</i>	<i>917</i>	<i>K-12</i>
<i>Year 5 2017-18</i>	<i>917</i>	<i>917</i>	<i>K-12</i>
<i>At Capacity</i>	<i>917</i>		<i>K-12</i>

RECOMMENDATION

Recommendation

Great Hearts Academies Nashville

Deny

Summary of Section Ratings

Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Part 1 Educational Plan

Meets

This includes the plan for the educational program and parent/community involvement

Part 2 Organizational Plan

Partially Meets

This includes the proposed governance and management structure, including skill and experience of governing board, and leadership team, relevant experience and record of performance based on due diligence. Also included are school staffing, start-up and operations, performance management systems and facilities plans

Part 3 Business Plan

Meets

This includes the start-up budget, operating budget and budget notes and assumptions

Part 4 Evidence of Capacity

Meets

Included is a summary of all other sections and a statement of the overall confidence of the review committee that the applicant has the capacity to start and operate a successful school

Educational Plan

Plan Summary – Great Hearts Academies proposes to open a K-12 school, with grades K-9 the first year, and adding a grade per year thereafter until grade 12 is reached with a maximum student population of 917. The proposed model uses a core liberal arts curriculum throughout all grades, supported by consistent pedagogy and student work. Rigorous college preparation is embedded in the curriculum as are extracurricular activities.

Assessments are listed with a schedule of frequency and a detailed plan for formative and summative assessments. There is a plan included for special needs students as well as English Language learners.

The application outlines a discipline plan that focuses on developing positive behavior through the curriculum and school rituals and routines.

Analysis – The educational plan meets the criteria for approval because it is well researched and consistent with the mission, educational philosophy and goals of the school. There is a robust assessment plan that is connected to student learning which provides a detailed plan for supporting students who miss key benchmarks. The support includes a summer tutoring program and academic interventions with supporting research.

The curriculum, assessments and instruction are all aligned with the mission and vision. The curriculum is rigorous with high expectations and cultural alignment. Data from assessments drives and informs instruction and there is a strong parental involvement plan.

The applicant shows capacity to work with students with special needs, including a detailed plan for monitoring and tracking their development. Additionally, plans were also offered to ensure English language learners received the services they need, including hiring bilingual staff and understanding the identification process.

The discipline plan focuses intentionally on behavior cultivation through curriculum, student recognition and rituals and routines that align with the mission of the school. During the interview, the Great Hearts team was able to articulate in detail due process safeguards for students with disabilities and evidence of compliance with IDEA and federal 504 laws. Also evident was an understanding of the budgetary aspects of these

requirements and a plan for alternative education in the event a student had to be excluded from the classroom for any reason.

Organizational Plan

Plan Summary – Great Hearts Tennessee is a non-profit corporation with 501 (c)(3) status. Great Hearts Tennessee is a subsidiary of Great Hearts America, a national non-profit and a sister corporation to Great Hearts-Arizona.

The Great Hearts board consists of six (6) members and included in the application are plans for board development and training, an organizational structure and chart, board operations and recruitment intentions.

There are plans for recruiting and retaining personnel and specific job descriptions are listed. Professional development plans are outlined and evaluation of staff discussed.

Food service will be offered and transportation will not be offered to students unless it is required by an IEP.

No facility has been identified, but a commercial realtor is being secured to look for properties in west Nashville.

Analysis – The organizational plan partially meets criteria for approval because there is no specific plan for student recruitment and enrollment and the lack of a transportation plan. Additionally, the location in west Nashville does not align with district priorities as outlined in the request for proposal in September, 2011.

Although a charter school is not required to offer transportation by law, the complete absence of transportation is deeply concerning for the committee. The budget does not include funding for transportation. Along with the lack of transportation is the insufficient detail for identifying the targeted student population.

A plan is mentioned that would create a network of carpools and parent volunteers for students, raising concerns with reviewers that students with limited means of transportation who live outside the area where parent volunteers travel will be effectively excluded from this school.

During the interview phase, Great Hearts did indicate their initial plans may not fully align with Nashville's public transportation program, but would not commit to providing transportation. They did commit to providing transportation to special needs students as required in select circumstances.

The applicant stated clearly a belief that if a parent wants their children to attend a specific school, they will find a way to get there, and because the applicant is seeking to open a network of schools in different locations, they could meet the diverse needs of students by locating their schools in communities throughout the county.

Business Plan

Plan Summary – The school would enroll 657 students in year one in grades K-9, eventually increasing to grade 12 and 917 total students. The start-up budget has estimated revenues of \$480,000 from reserve funds granted from the parent organization. Also mentioned is the Charter School Growth Fund as a source of revenue. Expenditures for year one are budgeted at \$465,000 reflecting all start-up activities and salaries.

The five year budget is on the appropriate forms and shows positive cash flow and reasonable assumptions for expenditures. An annual audit will be prepared and finances will be managed according to generally accepted accounting practices.

Analysis – The business plan meets the criteria for approval because it includes a viable and comprehensive budget based on an existing model with similar revenues as well as a strong plan for managing finances, operations and pre-opening preparations.

The budget is thorough and aligned with the proposed curriculum and staffing plan. Revenues are projected conservatively and expenditures are projected thoughtfully.

There are also plans for a Community Investment campaign which will provide funding for all schools' programs in the network, and is flexible with respect to assumptions.

Evidence of Capacity

Plan Summary – Great Hearts Nashville is a subsidiary of Great Hearts America and as such is well-funded and has the financial capacity to open and run a high quality charter school.

The curriculum plan is well-researched and has proven successful in Arizona. The staffing, discipline, special needs and EL plans are aligned with the mission and vision of the school and the operations and governance model is in place.

Analysis – The evidence of capacity meets criteria for approval because it has strong curriculum alignment, a sustainable financial model and evidence of a successful model in Arizona.

Even with all the strengths presented by Great Hearts, they did not provide a timeline for finding a facility and it was questioned whether the budget sufficiently reflected potential build-out costs. Likewise, they would not commit to criteria for determining location. This deficiency indicates a lack of preparedness and planning, as well as sufficient understanding of the Nashville area.

Transportation in Nashville is crucial to ensure true choice for all students, and although the applicant indicated they might re-think the transportation area, they would not commit to providing transportation to students. Their diversity plan is based on a neighborhood school model for serving multiple populations in separate school locations and does not align with the district's priorities, mission, or vision.

The application lacks specificity regarding targeted student recruitment and enrollment. This misalignment with district priorities regarding diversity remained concerning to the reviewers.

Although Great Hearts has potential as a charter school, the policy dictates all sections must meet or exceed the criteria for approval and this school does not rise to this level. The review committee recommends denial of this application for a public charter school.



Metropolitan Nashville Public Schools Office of Innovation

Charter School Application Recommendation Report

Intrepid Preparatory Charter School

*Submitted By
Intrepid College Preparatory, Inc.*

Evaluation Team

Lisa Wiltshire, Team Lead – Assistant Director of Strategic Planning, MNPS
Brian Williams – CEO Hands On Nashville
John Thomas – SIP Planning Facilitator, Federal Programs, MNPS
Pam Burgess – Family Involvement Specialist, MNPS
Todd Wigginton – Coordinator of High Schools, MNPS
Celeste Hentz – EL Specialist, MNPS
Rick Caldwell – Charter School Liaison, Exceptional Education, MNPS
Mark Mason – Consulting teacher, middle schools, MNPS
Gary Satyshur – Director of Operations, LEAD Public Schools

Ex-Officio – Dr. JoAnn Brannon, MNPS Board of Education
Alan Coverstone, Executive Director, Office of Innovation
Carol Swann, Coordinator of Charter Schools

Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, four (4) review teams were assembled to review the April, 2012 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

Additionally, the Office of Innovation and one MNPS board representative exercised additional oversight of the process.

The stages of review are as follows:

Proposal Evaluation

Each team conducted individual and group assessment of the merits of the proposals upon submission April 1, In the case of experienced operators, MNPS requested additional information in the form of a replication application to assist teams with due diligence in assessing the applicants' record of performance.

First Round

Teams came to a consensus on each application and presented their findings to the Office of Innovation. Those applications deemed not ready due to their earning scores of "does not meet" or "partially meets" standards in most areas do not move further through the process.

Interview

Those applications moving forward are invited to an interview by their review team. The purpose is to provide the applicants an opportunity to address questions or concerns raised in the review of the written application and to evaluate the applicant's capacity to implement the proposed program effectively. It is possible that the team will request additional supplemental information or even an additional interview to clarify any outstanding concerns.

Consensus Judgment

The evaluation team submits their final recommendation to approve or deny the application to the Office of Innovation. The Office of Innovation reviews with each team lead the objective reasons and readies the recommendation for the MNPS Board of Education.

Evaluation Contents

This evaluation report includes the following:

Proposal Overview

Basic information about the proposed school

Recommendation

An overall judgment regarding whether the proposal meets the criteria for approval

Evaluation

Analysis of the proposal based on the four major areas of plan development

- **Educational Plan** – including Mission, Vision, Executive Summary and Educational Philosophy; Curriculum and Instruction, Target Population, School Calendar and Daily Schedule; Special Student Populations (exceptional education and English Language Learners); School-specific goals and objectives, Assessment; School Climate and Discipline; and Prior Success in Raising Student Achievement
- **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; and Community Involvement.
- **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; Transportation/Food Service/Other Partnerships; Insurance; and Pre-Opening Plan
- **Evidence of Capacity** – Including the skills and experience of the proposed governance and leadership team, relevant experience, and record of performance

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the

application must meet or exceed the criteria in all four areas (thirteen separate areas of the scoring rubric).

Proposal Overview

Intrepid College Preparatory Charter School

Mission and Vision

Intrepid College Preparatory School equips all students in grades 5-12 with the academic foundation, financial literacy, and ethical development necessary to excel in selective colleges, earn professional development opportunities and demonstrate positive leadership.

Vision – Intrepid College Preparatory Charter School is proposed for the Antioch community in southeast Nashville. Educating students in grades 5-12, the school will open with 120 5th grade students in 2013, use a slow growth model by growing one grade of 90 students a year, and reach full growth span in 2020.

Proposed location

Antioch area (no specific facility identified, but several possibilities included in the application).

Enrollment Projections

<i>Academic Year</i>	<i>Planned # of Students</i>	<i>Maximum # of Students</i>	<i>Grades</i>
<i>Year 1 2013-14</i>	<i>120</i>	<i>120</i>	<i>5</i>
<i>Year 2 2014-15</i>	<i>210</i>	<i>210</i>	<i>5-6</i>
<i>Year 3 2015-16</i>	<i>300</i>	<i>300</i>	<i>5-7</i>
<i>Year 4 2016-17</i>	<i>390</i>	<i>390</i>	<i>5-8</i>
<i>Year 5 2017-18</i>	<i>480</i>	<i>480</i>	<i>5-9</i>
<i>Year 6 2018-19</i>	<i>570</i>	<i>570</i>	<i>5-10</i>
<i>Year 7 2019-20</i>	<i>660</i>	<i>660</i>	<i>5-11</i>
<i>Year 8 2020-21</i>	<i>750</i>	<i>750</i>	<i>5-12</i>
<i>At Capacity</i>	<i>750</i>		<i>5-12</i>

RECOMMENDATION

Recommendation

Intrepid College Preparatory Charter School

Approve

Summary of Section Ratings

Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Part 1 Educational Plan

Meets

This includes the plan for the educational program and parent/community involvement

Part 2 Organizational Plan

Meets

This includes the proposed governance and management structure, including skill and experience of governing board, and leadership team, relevant experience and record of performance based on due diligence. Also included are school staffing, start-up and operations, performance management systems and facilities plans

Part 3 Business Plan

Meets

This includes the start-up budget, operating budget and budget notes and assumptions

Part 4 Evidence of Capacity

Meets

Included is a summary of all other sections and a statement of the overall confidence of the review committee that the applicant has the capacity to start and operate a successful school

Educational Plan

Plan Summary – Intrepid College Prep has proposed a college preparatory school located in the southeast Nashville area serving students in grades 5-12 with a focus on financial literacy. The school presents research showing successful public schools have these five characteristics – increased time, better human capital, more level differentiation, frequent use of data to inform instruction and a culture of high expectations. Intrepid is built around these five characteristics.

The academic curriculum is benchmarked against both Tennessee State standards and Common Core standards. Additionally, it is benchmarked against some of the most successful charter schools in the country. Intrepid College Prep is divided into two academies. Opportunity Academy consists of grades five through eight and Independence Academy includes grades nine through twelve. The school presents clear, measurable objectives and goals for each grade level.

Assessments are frequent and all state required tests are included. Additionally Intrepid will use the Stanford 10 and various formative assessments.

The school calendar reflects 190 instructional days divided into three trimesters with a week-long student orientation. The school day is 7:30 – 5:00 p.m. Additionally there will be three Parent University days held in 2013.

Intrepid has plans in place for supporting both students with disabilities and English Language learners.

There is a student discipline plan in place and Intrepid uses the week of orientation to introduce students to both academic and behavior expectations. All teachers will receive extensive professional development to support the vision and mission of the school and to be able to provide the highest quality education to students.

Analysis – The educational plan meets expectations because the mission, vision and goals were informed by the needs of the students and families in the targeted area, gained through significant outreach efforts to families, local businesses and the economic development community. The applicant articulated goals focused on high quality educational outcomes, as well as broader goals related to closing the intergenerational wealth gap in the community and bringing more business and infrastructure to Antioch as a result of the school's connection with larger development efforts.

The academic program exceeds expectations on several significant levels. The applicant has benchmarked other successful charter schools and is eager and open to collaboration with the district to share best practices.

Opportunity Academy (grades 5-8) is intentionally structured to build a foundation of necessary skills that pave the way for success in Independence Academy, but both will be focused on content mastery and conceptual understanding.

The applicant articulated during the interview phase an understanding that even the best laid plans may need adjustment with circumstances and expressed willingness to adapt school routines and rituals, instructional techniques and curriculum to student needs.

The applicant provided ample evidence of a detailed plan to meet the needs of special populations of students, including identification of needs, staffing allocations, and alignment with assessments. The applicant also clarified for reviewers the intent to hire bilingual teachers and partner with MNPS to ensure compliance in these areas.

The discipline plan is robust, reflecting alternative education opportunities for students who are out of school and a priority to re-integrate those students when they return to school. There is a detailed plan for family outreach and inclusion in discipline processes, with a focus on proactive engagement with families through home visits and communication. A strong plan was presented for communication with students regarding expectations, policies, consequences and alternative plans for instruction. Additionally plans were presented for professional development regarding diverse cultures, including benchmarking other schools with similar populations.

Organizational Plan

Plan Summary – Intrepid will be governed by a board of directors who will maintain effective governance policies and procedures and will meet at least 10 times per year. The founding members were chosen for their dedication to education, expertise and experience, service to the community and an unwavering belief in the mission and vision of Intrepid Prep. There are plans for transitioning from a founding board to a governing board, board training, recruiting new members and evaluation of the executive director. The group has applied for their 501(c)(3) non-profit status. A conflict of interest policy is presented as is a grievance procedure and a plan to involve teachers and parents in the governance activities of the school.

Professional development plans for teachers are in place, with 29 days in the calendar for professional development activities.

Student recruitment will take place in the Antioch area and Intrepid will follow charter school law, holding a lottery if applications exceed program capacity.

Analysis – The organizational plan meets the criteria for approval because the school's board represents diverse experiences and skill sets and is comprised of local leaders representing various sectors of Nashville's community. There is a clear plan for board recruitment and the applicant presented extensive materials including board member biographies and signed letters of commitment from each board member.

The review team's initial concern about the lack of representation of board members with an educational background or experience was diminished by the school leader's plan to hire an instructional leader and faculty with extensive experience.

There was sufficient detail concerning the board election process, decision-making, terms and governance structure. Ample detail was provided regarding the school's organizational structure, demonstrating a clear separation of roles and responsibilities of the Board and the school administrator.

The applicant provided sufficient detail regarding compliance with Open Records and Open Meetings laws, required policies and additional legal documentation such as articles of incorporation.

There is sufficient detail regarding personnel requirements, job descriptions and evaluation. There is evidence of a clear delineation of roles and responsibilities aligned

with the school's core mission and values, as well as a focus on the human capital process. With a projected 30% EL population, the school does have sufficient staffing plans and appropriate budgetary allocations. There are plans to hire certified teachers, including teachers with EL endorsement. Extensive observation and feedback are listed as priorities for professional development for staff and faculty.

Business Plan

Plan Summary – Intrepid will enroll 120 students in year one, gradually increasing to 750 at capacity. The start-up budget for the planning year has estimated revenues of \$330,000 from a Walton Family Foundation grant, board commitments of funds, and funds from the Tennessee Charter School incubator. Estimated expenses in the planning year are \$116,467.00 and include \$96,417 for salaries and \$21,050.00 for general operating expenses. Subsequent years, beginning with year 1 include revenues from the BEP, Title I, IDEA, Federal Breakfast and Lunch program, and school level fund raising from the board. Budgeted revenues range from \$1,189,463 in year one of operation to \$4,780,436 in year five.

Analysis – The business plan meets the criteria for approval because there is a sound financial plan in place that supports the education and management plan. Spending priorities align with the mission and vision and the applicant has a clear understanding of all compliance, auditing and accounting requirements. The school will operate within generally accepted accounting principles and will conduct a yearly audit as required by law.

Additionally, the school has clear and compelling support from its board. The founding board has contributed personal investments in the school and has surpassed their initial goal by 200%.

Evidence of Capacity

Plan Summary – The evidence of capacity presented by Intrepid Prep is a strong board with invested leadership, support from the Charter School Incubator and Building Excellent Schools, as well as strong leadership and financial sustainability.

Analysis – Evidence of capacity meets the criteria for approval because the founding group demonstrates the capacity to create and operated a charter school in Nashville.

The school has a compelling academic model that emphasizes financial literacy and has not only solicited community support, but desires to become an integral part of the revitalization of the Antioch area. The review team has absolute confidence that this school has the potential to be highly successful and recommends approval.



Metropolitan Nashville Public Schools Office of Innovation

Charter School Application Recommendation Report

KIPP Nashville Middle School

*Submitted By
KIPP East Nashville Preparatory dba KIPP
Nashville*

Evaluation Team

Miranda Christy, Team Lead – Attorney, Stites and Harbison
Erica Mitchell – Education Initiatives Manager, United Way
David Head – Senior Financial Analyst, Health Trust Purchasing Group
Kathryn Manier – NCLB Compliance Coordinator, MNPS
Molly Stovall –EL Specialist, MNPS
Lauren May – Family Involvement Specialist, MNPS
Victoria Greer – Director, Exceptional Education
Sean Owens – CPA, Kraft CPA's
Sharon Wright – Lead Principal for Elementary Schools, MNPS

Ex-Officio – Dr. Jo-Ann Brannon, MNPS Board of Education
Alan Coverstone, Executive Director, Office of Innovation
Carol Swann, Coordinator of Charter Schools

Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, four (4) review teams were assembled to review the April, 2012 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

Additionally, the Office of Innovation and one MNPS board representative exercised additional oversight of the process.

The stages of review are as follows:

Proposal Evaluation

Each team conducted individual and group assessment of the merits of the proposals upon submission April 1, In the case of experienced operators, MNPS requested additional information in the form of a replication application to assist teams with due diligence in assessing the applicants' record of performance.

First Round

Teams came to a consensus on each application and presented their findings to the Office of Innovation. Those applications deemed not ready due to their earning scores of "does not meet" or "partially meets" standards in most areas do not move further through the process.

Interview

Those applications moving forward are invited to an interview by their review team. The purpose is to provide the applicants an opportunity to address questions or concerns raised in the review of the written application and to evaluate the applicant's capacity to implement the proposed program effectively. It is possible that the team will request additional supplemental information or even an additional interview to clarify any outstanding concerns.

Consensus Judgment

The evaluation team submits their final recommendation to approve or deny the application to the Office of Innovation. The Office of Innovation reviews with each team lead the objective reasons and readies the recommendation for the MNPS Board of Education.

Evaluation Contents

This evaluation report includes the following:

Proposal Overview

Basic information about the proposed school

Recommendation

An overall judgment regarding whether the proposal meets the criteria for approval

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Analysis of the proposal based on the four major areas of plan development

- **Educational Plan** – including Mission, Vision, Executive Summary and Educational Philosophy; Curriculum and Instruction, Target Population, School Calendar and Daily Schedule; Special Student Populations (exceptional education and English Language Learners); School-specific goals and objectives, Assessment; School Climate and Discipline; and Prior Success in Raising Student Achievement
- **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; and Community Involvement.
- **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; Transportation/Food Service/Other Partnerships; Insurance; and Pre-Opening Plan
- **Evidence of Capacity** – Including the skills and experience of the proposed governance and leadership team, relevant experience, and record of performance

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the

application must meet or exceed the criteria in all four areas (thirteen separate areas of the scoring rubric).

Proposal Overview

KIPP Nashville Middle School

Mission and Vision

The vision of KIPP Nashville is that every student in Nashville will have access to a high quality, college preparatory seat in a public school.

The mission of KIPP Nashville Middle School is to cultivate in our students the academic and character skills needed for them to succeed in high school, college and like beyond.

Proposed location

3410 Knight Road

Enrollment Projections

<i>Academic Year</i>	<i>Planned # of Students</i>	<i>Maximum # of Students</i>	<i>Grades</i>
<i>Year 1 2013-14</i>	<i>96</i>	<i>96</i>	<i>5</i>
<i>Year 2 2014-15</i>	<i>190</i>	<i>190</i>	<i>5-6</i>
<i>Year 3 2015-16</i>	<i>274</i>	<i>274</i>	<i>5-7</i>
<i>Year 4 2016-17</i>	<i>350</i>	<i>350</i>	<i>5-8</i>
<i>Year 5 2017=18</i>	<i>350</i>	<i>350</i>	<i>5-8</i>
<i>At Capacity</i>	<i>350</i>		

RECOMMENDATION

Recommendation

KIPP Nashville Middle School

Approval

Summary of Section Ratings

Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Part 1 Educational Plan

Meets

This includes the plan for the educational program and parent/community involvement

Part 2 Organizational Plan

Meets

This includes the proposed governance and management structure, including skill and experience of governing board, and leadership team, relevant experience and record of performance based on due diligence. Also included are school staffing, start-up and operations, performance management systems and facilities plans

Part 3 Business Plan

Meets

This includes the start-up budget, operating budget and budget notes and assumptions

Part 4 Evidence of Capacity

Meets

Included is a summary of all other sections and a statement of the overall confidence of the review committee that the applicant has the capacity to start and operate a successful scho

Educational Plan

Plan Summary – KIPP Nashville Middle School proposes a middle school with grades 5-8, using the slow growth model and beginning with 96 students in grade 5. At capacity the school will have 350 students. KIPP Nashville Middle School will primarily serve students in the Maplewood, White’s Creek, Hunter’s Lane and Stratford Clusters.

KIPP adheres to five pillars of success: rigorous, standards-based college preparatory curriculum; longer school day and school year; strong behavioral management system; and committed and driven teachers.

The educational plan is rigorous and will have support from KIPP, a national network of high performing schools that are closing the achievement gap in urban and rural high-needs districts throughout the country.

The standards based curriculum is based on the newly constructed Tennessee Curriculum Frameworks that are guided by effective national standards such as those developed by the common core State Standards. The school will adopt Common Core standards in 2014.

Assessments are varied and align with the curriculum framework and the school’s mission and vision. Teachers are given extensive professional development and are monitored weekly for effectiveness.

Plans are presented for special needs populations and teachers will be hired who are qualified and licensed for those populations.

Discipline is viewed at KIPP as creating a positive school culture with an extensive rewards system using student “paychecks”. Teachers keep up with student rewards on iPads loaded with LiveSchool software. Safeguards are in place for students with disabilities and due process rights are outlined.

Analysis – The educational plan meets the criteria for approval because it articulates the formula that the KIPP national network of schools has implemented with great success both nationally and here in Nashville.

Curriculum, instruction and assessment are tightly aligned and there is a strong description of how the curriculum is designed to meet the needs of all learners. The

assessment plan is balanced between formative and summative measures and assessment data is used to inform instruction,

The review committee was impressed by the level of commitment KIPP founder Randy Dowell brings to the school, as well as the very well thought out process for finding and vetting school leadership.

KIPP has a longer school day and longer school year than is required and also has school on some Saturdays each month for both families and students as a way of connecting parents and the community to the school.

School climate and discipline are well conceived with concrete plans for achieving desired outcomes. For example, the policy begins with a broad “credo” of general expectations and eventually narrows down to policies and procedures at four levels of increasing severity. Under each of these categories are examples of expected behavior, possible infractions and aligned possible consequences.

Organizational Plan

Plan Summary – KIPP Nashville Middle School has an 11 member governing board that consists of individuals with varied and diverse expertise and a commitment to KIPP school. There is an organizational chart presented, with recruitment plans and board biographies. KIPP has 501(c)(3) status as a non-profit.

Staffing plans are given with job descriptions and roles delineated. Staffing is aligned with the mission and vision of the school and the budgetary requirements to achieve staffing levels are reasonable.

Transportation and food service plans are presented. KIPP will purchase one bus initially in year one and add an additional bus in year 2. The budget reflects this purchase as well as costs for drivers, fuel and maintenance. Food service will be contracted through MNPS for the regular school week, and will assume the costs of providing additional food service for its Saturday schools separately.

KIPP will contract with MNPS to lease the currently vacant school at 3410 Knight Road.

Analysis – The organizational plan meets the criteria for approval because it provides a clear and detailed description, a proven team and a proven structure for operating a highly successful charter school.

The composition of the board provides experience and commitment of resources to govern and support this organization. The administrative staff has extensive experience in the management, operations and staffing of a charter school and provides strong leadership experience.

The personnel plan includes succession planning and stacking the school for potential new leaders to emerge. There is significant and detailed professional development planned.

The review team initially had reservations about how KIPP would manage to open both a new middle school if approved, along with a deferred high school approved last year, but were convinced when KIPP indicated in the interview that they would request another deferment for the high school in order to concentrate on the new middle school.

Business Plan

Plan Summary – KIPP Nashville Middle School will open in year 1 with 96 5th graders. Estimated revenues are based on a BEP amount of \$8,268 per pupil and assume a 3% annual increase. Also in estimated revenues are funds from several national and local foundations that have supported the organization over the years, adding \$600,000 over the last two years.

Also included are expenditures which are in line with the school's mission and vision and conservatively budgeted.

KIPP will recruit students from the Whites Creek, Hunters Lane, Maplewood and Stratford clusters in accordance with Tennessee charter law. Enrollment projections are in line with capacity.

KIPP has made adequate plans for transportation, food service and insurance and also has an adequate pre-opening plan.

Insurance coverage is included in the plan.

Analysis – The business plan meets the criteria for approval because the narrative and the associated budget documents are based on a model already in place in Nashville, will be implemented by experienced personnel and includes significant philanthropic support that has been secured.

The description of financial compliance and support processes and procedures provided by the applicant are more than sufficient to ensure that the proven business plan will be implemented with fidelity to support the mission of the school.

Evidence of Capacity

Plan Summary – KIPP presents as evidence of capacity their already proven academic and financial models. Strong philanthropic support is provided along with a strong governing board.

Curriculum, assessments and instruction are tightly aligned and supported by extensive professional development. Longer school days and a longer school year are proven models for success with charter schools.

Analysis – The evidence of capacity meets the criteria for approval because the KIPP model has consistently demonstrated the ability to meet the needs of at-risk students in Nashville.

The strong organization, sustainable financial model and aligned curriculum and instruction are all reasons the review committee recommends approval for KIPP.



Metropolitan Nashville Public Schools Office of Innovation

Charter School Application Recommendation Report

Nashville Classical Charter School

*Submitted By
Nashville Classical, Inc.*

Evaluation Team

Miranda Christy, Team Lead – Attorney, Stites and Harbison
Erica Mitchell – Education Initiatives Manager, United Way
David Head – Senior Financial Analyst, Health Trust Purchasing Group
Kathryn Manier – NCLB Compliance Coordinator, MNPS
Molly Stovall – EL Specialist, MNPS
Lauren May – Family Involvement Specialist, MNPS
Victoria Greer – Director, Exceptional Education, MNPS
Sean Owens – CPA, Kraft CPA's
Sharon Wright – Lead Principal for Elementary Schools, MNPS

Ex-Officio – Dr. JoAnn Brannon, MNPS Board of Education
Alan Coverstone, Executive Director, Office of Innovation
Carol Swann, Coordinator of Charter Schools

Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, four (4) review teams were assembled to review the April, 2012 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

Additionally, the Office of Innovation and one MNPS board representative exercised additional oversight of the process.

The stages of review are as follows:

Proposal Evaluation

Each team conducted individual and group assessment of the merits of the proposals upon submission April 1, In the case of experienced operators, MNPS requested additional information in the form of a replication application to assist teams with due diligence in assessing the applicants' record of performance.

First Round

Teams came to a consensus on each application and presented their findings to the Office of Innovation. Those applications deemed not ready due to their earning scores of "does not meet" or "partially meets" standards in most areas do not move further through the process.

Interview

Those applications moving forward are invited to an interview by their review team. The purpose is to provide the applicants an opportunity to address questions or concerns raised in the review of the written application and to evaluate the applicant's capacity to implement the proposed program effectively. It is possible that the team will request additional supplemental information or even an additional interview to clarify any outstanding concerns.

Consensus Judgment

The evaluation team submits their final recommendation to approve or deny the application to the Office of Innovation. The Office of Innovation reviews with each team lead the objective reasons and readies the recommendation for the MNPS Board of Education.

Evaluation Contents

This evaluation report includes the following:

Proposal Overview

Basic information about the proposed school

Recommendation

An overall judgment regarding whether the proposal meets the criteria for approval

Evaluation

Analysis of the proposal based on the four major areas of plan development

- **Educational Plan** – including Mission, Vision, Executive Summary and Educational Philosophy; Curriculum and Instruction, Target Population, School Calendar and Daily Schedule; Special Student Populations (exceptional education and English Language Learners); School-specific goals and objectives, Assessment; School Climate and Discipline; and Prior Success in Raising Student Achievement
- **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; and Community Involvement.
- **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; Transportation/Food Service/Other Partnerships; Insurance; and Pre-Opening Plan
- **Evidence of Capacity** – Including the skills and experience of the proposed governance and leadership team, relevant experience, and record of performance

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the

application must meet or exceed the criteria in all four areas (thirteen separate areas of the scoring rubric).

Proposal Overview

Nashville Classical Charter School

Mission and Vision

Nashville Classical Charter school educates K-8 students through a classical curriculum and within an achievement-oriented culture, providing a strong foundation for academic success and personal excellence in high school, college and life.

Our vision defines, focuses and illustrates our mission. Our classical curriculum is built on three concepts – grammar, logic and rhetoric – and three components – structured learning, Great Books, and the spoken language.

Proposed location

217 South 10th Street in East Nashville (currently where Liberty Collegiate resides)

Enrollment Projections

<i>Academic Year</i>	<i>Planned # of Students</i>	<i>Maximum # of Students</i>	<i>Grades</i>
<i>Year 1 2013-14</i>	<i>108</i>	<i>108</i>	<i>K</i>
<i>Year 2 2014-15</i>	<i>162</i>	<i>162</i>	<i>K-1</i>
<i>Year 3 2015-16</i>	<i>216</i>	<i>216</i>	<i>K-2</i>
<i>Year 4 2016-17</i>	<i>262</i>	<i>262</i>	<i>K-3</i>
<i>Year 5 2017-18</i>	<i>295</i>	<i>295</i>	<i>K-4</i>
<i>Year 6 2018-19</i>	<i>346</i>	<i>346</i>	<i>K-5</i>
<i>Year 7 2019-20</i>	<i>383</i>	<i>383</i>	<i>K-6</i>
<i>Year 8 2020-21</i>	<i>418</i>	<i>418</i>	<i>K-7</i>
<i>Year 9 2021-22</i>	<i>450</i>	<i>450</i>	<i>K-8</i>
<i>At Capacity</i>	<i>450</i>		

RECOMMENDATION

Recommendation

Nashville Classical

Approve

Summary of Section Ratings

Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Part 1 Educational Plan

Meets

This includes the plan for the educational program and parent/community involvement

Part 2 Organizational Plan

Meets

This includes the proposed governance and management structure, including skill and experience of governing board, and leadership team, relevant experience and record of performance based on due diligence. Also included are school staffing, start-up and operations, performance management systems and facilities plans

Part 3 Business Plan

Meets

This includes the start-up budget, operating budget and budget notes and assumptions

Part 4 Evidence of Capacity

Meets

Included is a summary of all other sections and a statement of the overall confidence of the review committee that the applicant has the capacity to start and operate a successful school

Educational Plan

Plan Summary – Nashville Classical proposes to start a classical charter school for students in grades K-8, using a slow growth model beginning with Kindergarten the first year and building one grade at a time until reaching grade 8. The educational program is research based and aligned with Tennessee State Standards and Common Core Standards. Strategies include an extended school day and school year, with two teachers in every classroom in grades K-4. There are seven guiding principles for the school – all children can learn; all students must be reading at or above grade level by third grade; all staff receives targeted, mission driven and individual professional development; joy and rigor create a culture of achievement; K-2 interim assessments address math and literacy development and grades three through eight interim assessments address mastery of skill and content in each subject; a longer school day and year maximize achievement; and a deep, pro-active partnership between home and school fosters strong learning for every child.

Assessments align with proposed curriculum and also with the mission and vision of the school. Nashville Classical will utilize a variety of assessment strategies, both formative and summative, to benchmark student achievement and inform instructional practice.

Nashville Classical includes plans to support students with disabilities and English Language learners, and includes a plan to work with students who are gifted and significantly above grade level.

Student discipline policies are in place for students and include plans for families to be true partners, make home visits and focus on positive school climate. There are plans for alternative instruction in the event of removal from the classroom and plans for accommodating special education students.

Analysis – The education plan meets the criteria for approval because it is well designed and research based. The focus on literacy is a need and the model is proven successful throughout the country. Instructional practices and professional development align with the school's mission and vision and assessments are varied and frequent, with the results used to inform good instructional practice.

The curriculum framework has been carefully researched and is thorough and provides the appropriate level of detail for the objectives, content and skills for each subject in all grades of the school.

The transition to middle school is designed to be seamless and the emphasis on skill mastery and content learning should translate well to continued success in high school and readiness to achieve post-secondary success.

Organizational Plan

Plan Summary – Nashville Classical will be governed by a board of directors who will maintain effective governance policies and procedures. The founding members include a diverse array of Nashville’s civic leadership. The group has applied for their 501(c)(3) non-profit status. Biographies of board members are included in the proposal. Also included is the board policy manual which includes by-laws, conflict of interest policy, board recruitment and election procedures and financial policies.

The school organizational structure includes the Executive Director, Dean of Academics and an Operations Manager

Professional development plans for teachers are in place, and include daily, weekly and monthly plans for growth. The proposal also details and extensive teacher recruiting plan.

Student recruitment plans are detailed and will follow Tennessee charter law and staffing plans are also presented,

Transportation and food service plans are detailed and align with the mission and vision of the school.

Analysis – The organizational plan meets the criteria for approval because it is well thought out and aligns with the mission and vision of the school.

The board has diverse experience and is committed to making the school a success. The review committee was impressed with their level of personal commitment of time and funds. There are clear delineations of roles and responsibilities between the board and the school’s executive director.

The proposed organizational plan is strong and allows for growth. The budget supports staff allocations and the structure of the school.

There is a letter of intent from the Tennessee Charter School Incubator to lease the facility at 217 South 10th street to Nashville Classical beginning with the 2013-14 school year.

Transportation and food service will be contracted and Nashville Classical has already taken steps to identify vendors and pursue contracts.

Business Plan

Plan Summary – Nashville Classical will enroll 108 students in year one, gradually increasing to 450 at capacity. The start-up budget for the planning year has estimated revenues of \$310,000 from a Walton Family Foundation grant, board commitments of funds, and funds from the Tennessee Charter School incubator. Estimated expenses in the planning year are \$-1,625.00 and include \$60,000 for salaries and \$41,625 for general operating expenses. Subsequent years, beginning with year 1 include revenues from the BEP, Title I, IDEA, Federal Breakfast and Lunch program, and school level fund raising from the board. Budgeted revenues range from \$1,043,613 in year one of operation to \$4,025,015 in year five.

Analysis – The business plan meets the criteria for approval because it includes a viable and comprehensive budget based on sound accounting principles and aligned with the vision and mission of the school.

The budget assumptions are reasonable and the school shows a positive projected cash flow beginning in year 2 of operations and continuing on through year 5.

The pre-opening plan is satisfactory and plans for financial management are sound. Plans for food service, transportation and insurance are all reasonable. Revenues are projected conservatively and expenditures are projected more liberally, making for a sound budget.

Evidence of Capacity

Plan Summary – Evidence of capacity is presented as having a strong governing board and fiscal management plan. Curriculum is based on a national model that is well researched and proven effective and the proposed school leader is uniquely qualified to lead a charter school.

Analysis – Evidence of capacity meets the criteria for approval because the applicant has demonstrated a strong capacity to open and run a highly successful charter school.

The curriculum is grounded in solid research and the management, business, finance and operations sections align with the core mission and values of the school. Classical education with an emphasis on literacy has proven successful elsewhere in the country with similar student populations.

The applicant team as a whole was impressive in the interview expressed the desire to collaborate with MNPS to stay in compliance and also to provide high quality educational opportunities to some of our most at-risk populations. The committee believes the passion and willingness of this applicant to provide a literacy based, high quality education is compelling. The recommendation from the review committee is for approval of Nashville Classical Charter School.



Metropolitan Nashville Public Schools Office of Innovation

Charter School Application Recommendation Report

Purpose Preparatory Academy

*Submitted By
Purpose Preparatory Academy*

Evaluation Team

Miranda Christy, Team Lead – Attorney, Stites and Harbison
Erica Mitchell – Education Initiatives Manager, United Way
David Head – Senior Financial Analyst, Health Trust Purchasing Group
Kathryn Manier – NCLB Compliance Coordinator, MNPS
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Ex-Officio – Dr. JoAnn Brannon, MNPS Board of Education
Alan Coverstone, Executive Director, Office of Innovation
Carol Swann, Coordinator of Charter Schools

Introduction

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It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, four (4) review teams were assembled to review the April, 2012 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

Additionally, the Office of Innovation and one MNPS board representative exercised additional oversight of the process.

The stages of review are as follows:

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Teams came to a consensus on each application and presented their findings to the Office of Innovation. Those applications deemed not ready due to their earning scores of "does not meet" or "partially meets" standards in most areas do not move further through the process.

Interview

Those applications moving forward are invited to an interview by their review team. The purpose is to provide the applicants an opportunity to address questions or concerns raised in the review of the written application and to evaluate the applicant's capacity to implement the proposed program effectively. It is possible that the team will request additional supplemental information or even an additional interview to clarify any outstanding concerns.

Consensus Judgment

The evaluation team submits their final recommendation to approve or deny the application to the Office of Innovation. The Office of Innovation reviews with each team lead the objective reasons and readies the recommendation for the MNPS Board of Education.

Evaluation Contents

This evaluation report includes the following:

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- **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; and Community Involvement.
- **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; Transportation/Food Service/Other Partnerships; Insurance; and Pre-Opening Plan
- **Evidence of Capacity** – Including the skills and experience of the proposed governance and leadership team, relevant experience, and record of performance

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the

application must meet or exceed the criteria in all four areas (thirteen separate areas of the scoring rubric).

Proposal Overview

Purpose Preparatory Academy Charter School

Mission and Vision

The mission of Purpose Preparatory Academy states that through rigorous curriculum, high quality instruction, and positive character development, Purpose Prep sets students in kindergarten through grade 4 on the path to college.

The vision of Purpose Preparatory Academy is to provide an academically challenging, disciplined and joyful elementary school in which all members of the school community are driven by the mission of college.

Proposed location

Purpose Prep proposes to locate in modular buildings behind the YMCA in north Nashville.

Enrollment Projections

<i>Academic Year</i>	<i>Planned # of Students</i>	<i>Maximum # of Students</i>	<i>Grades</i>
<i>Year 1 2013-14</i>	<i>120</i>	<i>120</i>	<i>K</i>
<i>Year 2 2014-15</i>	<i>180</i>	<i>180</i>	<i>K-1</i>
<i>Year 3 2015-16</i>	<i>240</i>	<i>240</i>	<i>K-2</i>
<i>Year 4 2016-17</i>	<i>300</i>	<i>300</i>	<i>K-3</i>
<i>Year 5 2017-18</i>	<i>360</i>	<i>360</i>	<i>K-4</i>
<i>At Capacity</i>	<i>360</i>		<i>K-4</i>

RECOMMENDATION

Recommendation

Purpose Preparatory Academy

Deny

Summary of Section Ratings

Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Part 1 Educational Plan

Partially Meets

This includes the plan for the educational program and parent/community involvement

Part 2 Organizational Plan

Partially Meets

This includes the proposed governance and management structure, including skill and experience of governing board, and leadership team, relevant experience and record of performance based on due diligence. Also included are school staffing, start-up and operations, performance management systems and facilities plans

Part 3 Business Plan

Partially Meets

This includes the start-up budget, operating budget and budget notes and assumptions

Part 4 Evidence of Capacity

Partially Meets

Included is a summary of all other sections and a statement of the overall confidence of the review committee that the applicant has the capacity to start and operate a successful school

Educational Plan

Plan Summary – Purpose Prep is proposing an elementary school with grades K-4 located in the north Nashville area. At capacity Purpose will have 360 students. The proposal outlines a rigorous academic plan that requires an extended day and extended school year. The schedule indicates 185 school days of 7:30 a.m. – 4:00 p.m.

The school focuses on literacy and proposes to integrate the Common Core standards, use of authentic and varied assessments, training teachers on data use, and creating a joyful culture.

Analysis – The educational plan partially meets the criteria. The mission is vague and does not provide clear and measurable outcomes. The proposed curriculum makes use of a number of pre-packaged programs without providing research those programs are effective with the targeted population of children. It is unclear how teachers will be trained on so many programs and how they will be integrated into a total curriculum framework. Also lacking is solid research indicating these programs are effective with the targeted student population.

The daily schedule was concerning to the committee. The long day has few breaks for kindergarten children and the few breaks given are used as remedial time for students who are behind. The applicant did not sufficiently explain during the interview process and the committee is not confident that the applicant understands the development and growth of the young child.

The RISE discipline approach is rigid and inflexible and the applicant was unable to explain to the committee's satisfaction how such an approach meets the needs of all learners, particularly students with special needs and English language learners. No alternative or flexible plans were offered and there was no convincing research that indicates such an approach is effective with the targeted population of students.

The plan for special needs students is lacking and insufficient. The committee is concerned the budget does not reflect the capacity to enroll students with complex social, emotional, physical and academic needs. The plan to provide staff to meet the needs for all students is not clear.

Organizational Plan

Plan Summary – Purpose Prep is fully incorporated in Tennessee and has a nine-member founding governing board. The proposal includes board biographies and a commitment to fundraising from board members. There is a board recruitment schedule and key responsibilities are outlined.

There are plans for transportation and food service and a facility plan that uses modular units. Purpose Prep will enroll students from the Whites Creek and Pearl Cohn clusters.

The staffing plan is aggressive with two teachers in each classroom and the daily schedule shows an 8 ½ hour day. The first year plan will have a head of school, operations manager, dean of scholar support eight (8) teachers and 120 students.

The founding team will partner with the Northwest YMCA on Ashland City Highway to locate modular buildings on the grounds for the first two years of operation. In year one there will be a four classroom modular unit and a two classroom modular unit with an anticipation of sharing some space with the YMCA.

Purpose Prep will partner with EdTec for back office services such finance, accounting, cash flow and budget management.

Analysis – The organizational plan only partially meets criteria for approval because the facility plan as presented may not be sufficient to ensure full implementation of the school's outlined program. There is no letter of intent or contract in the proposal that indicates the YMCA is willing to share space. During the interview, the applicants could only point to seeking additional space within the YMCA when asked about space for pull-out services, storage of cumulative records and medicines and administrative offices.

The transportation plan lacks specificity as the school plans to transport only 50% of their students the first year. It is unclear how the remaining 50% of the students would get to and from the school. Reviewers were also unclear how the budget would be impacted should more than 50% of the students wish to utilize transportation.

The founding board lacks K-12 educational expertise and reviewers were concerned about capacity of this board to assist in running a high quality charter school.

Business Plan

Plan Summary – The business plan assumes \$8,100 per student from BEP, with Title I and IDEA funds assumed at \$400 and \$1,997 respectively. The applicant assumes eligibility for a \$225,000 Walton Family Foundation Grant, \$30,000 of which has already been received during their pre-charter submission year. Additionally, the Tennessee Charter Incubator has pledged \$50,000 and the founding board has committed to give \$20,000 in the planning year and each year thereafter. There are letters of commitment from both the Charter Incubator and the founding board in support of these assumptions.

The budget was submitted on the appropriate state forms.

Analysis – The business plan only partially meets criteria for approval because there are questions concerning the transportation costs and how that affects BEP amounts generated.

The budget narrative is extensive in scope, but reviewers did not see the connection between the budget and the school's mission and focus.

The narrative assumes \$50,000 per bus, with two busses scheduled for year one, but anticipates transporting only half of their students. The school is scheduled for 120 students in year one, so bus transportation calculates to more than half, according to the document itself. Additionally, if only 50% of the students are transported, the BEP drops for the other 50% to less than the \$8,100 per student anticipated in the budget assumptions. These numbers have confused reviewers and they are also unclear as to how the lowered BEP would impact the projected budget.

Equally concerning was the response from the school team when questioned about possible students who have involved physical needs such as a wheelchair, full-time nurse, feeding tube, etc. There are no contingency plans within the budget to offset these very expensive costs should they happen.

Although employing an operations manager full time in year one, it appears that the head of school is charged with most of the responsibility for managing the purchasing and approval of all expenditures. The reviewers are unclear on why an operations manager is needed and how the relationship between the two works. Equally concerning is the responsibility the head of school has for the instructional program and for the business and operations as well.

Evidence of Capacity

Plan Summary – Evidence of capacity is presented by this applicant as having a strong governing board and a detailed educational plan in place. The school expects to generate considerable revenue and sustain its growth over time. There have been substantial monetary commitments thus far for the first year of operations.

The school leader, or head of school, is the only person with any K-12 experience or expertise within the founding group.

Analysis – The evidence of capacity does not meet criteria for approval because there are still unanswered questions about the financial health and the education of special needs students at Purpose Prep that must be addressed.

Also in question is the facilities plan for modular buildings on the Northwest YMCA property.

The founding board members and the proposed head of school are clearly passionate and committed to bringing a high quality charter school to the Nashville area. However, due to the unanswered questions concerning Purpose Prep, the committee recommends the board of education deny this application.

May 29, 2012

Tuesday

4:00 PM - 7:00 PM

Board Meeting -- Board Room

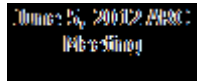
4:00 – Salute to Excellence and Charter School Recommendations

June 05, 2012

Tuesday

8:30 AM - 10:00 AM

Administrative Retirement Committee



June 06, 2012

Wednesday

4:15 PM - 4:45 PM

Metro Council Budget Hearing -- Courthouse

June 12, 2012

Tuesday

4:00 PM - 4:30 PM

Budget and Finance Committee

5:00 PM - 5:30 PM

Regular Board Meeting

June 20, 2012

Wednesday

9:00 AM - 9:30 AM

Insurance Trust

June 26, 2012

Tuesday

5:00 PM - 5:30 PM

Board Meeting

Sales Tax Collections - General Purpose Fund
As of May 20, 2012

MONTH	TOTAL 2010-2011 COLLECTIONS	2011-2012 Projection	TOTAL 2011-2012 COLLECTIONS	\$ Change For Month - FY12 Projection	\$ Change For Month - FY11 Collections	% Change For Month - FY11 Collections	% Increase / Decrease Year- To-Date
September	\$ 13,759,751.80	\$ 13,728,420.37	\$ 15,397,715.39	\$ 1,669,295.02	\$ 1,637,963.59	10.64%	10.64%
October	14,005,405.37	13,973,514.58	15,195,285.69	\$ 1,221,771.11	\$ 1,189,880.32	7.83%	9.24%
November	14,312,727.20	14,280,136.63	13,566,313.10	\$ (713,823.53)	\$ (746,414.10)	-5.50%	4.71%
December	14,241,483.63	14,209,055.28	15,064,011.18	\$ 854,955.90	\$ 822,527.55	5.46%	4.90%
January	13,161,275.09	13,131,306.41	14,589,163.94	\$ 1,457,857.53	\$ 1,427,888.85	9.79%	5.87%
February	18,376,382.86	18,334,539.20	19,851,448.02	\$ 1,516,908.82	\$ 1,475,065.16	7.43%	6.20%
March	13,130,213.34	13,100,315.39	13,520,429.10	\$ 420,113.71	\$ 390,215.76	2.89%	5.78%
April	12,599,906.87	12,571,216.45	13,767,818.96	\$ 1,196,602.51	\$ 1,167,912.09	8.48%	6.09%
May	15,198,738.63	15,164,130.58	16,826,676.35	\$ 1,662,545.77	\$ 1,627,937.72	9.67%	6.53%
June	14,638,365.67	14,605,033.61	-				
July	14,872,194.08	14,838,329.58	-				
August	16,959,920.24	16,921,301.92	-				
TOTAL	\$ 175,256,364.78	\$ 174,857,300.00	\$137,778,861.73	\$9,286,226.84	\$8,992,976.94		6.53%

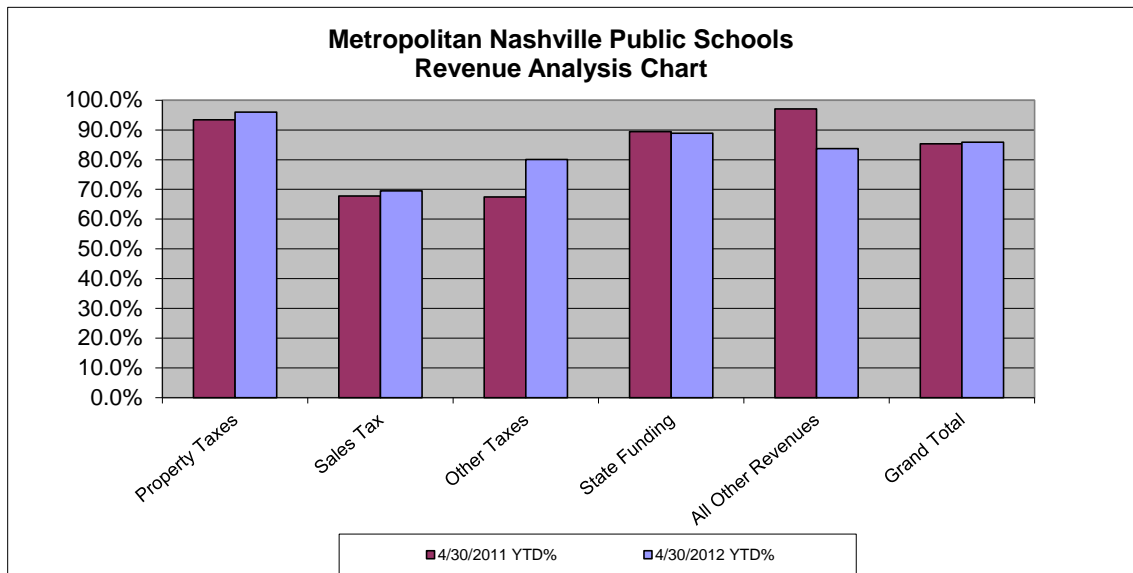
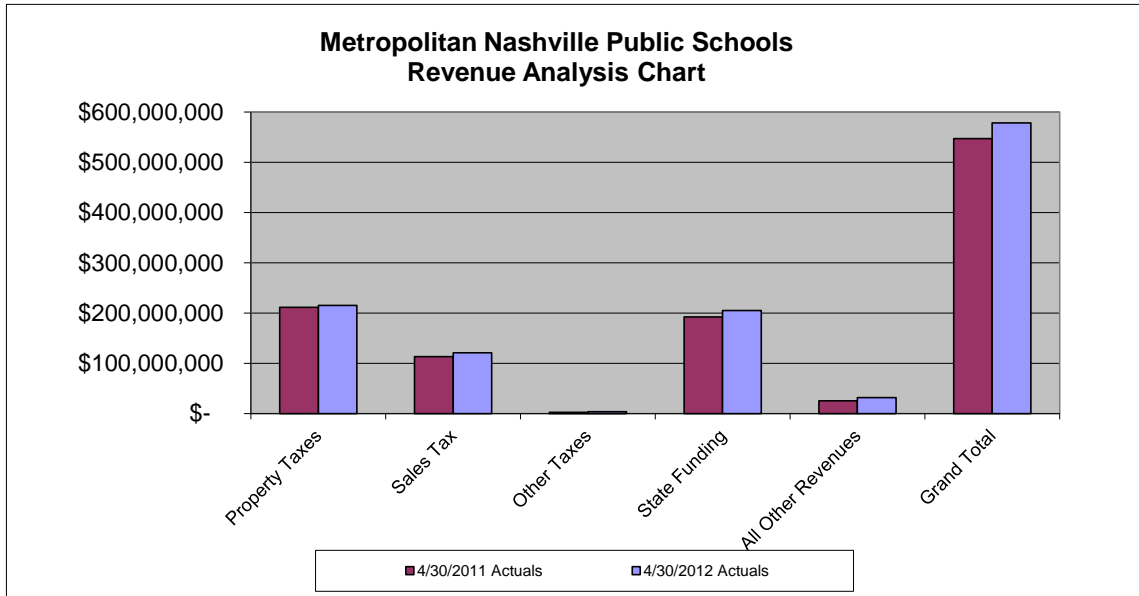
FY12 Budget	174,857,300
FY11 Collections	175,256,365
Change between years	(399,065)
% Chg	-0.22770344%

**Metropolitan Nashville Public Schools
General Purpose Fund # 35131
Monthly Budget Accountability Report
April 30, 2012**

	FY11 Annual Budget	FY11 YTD Actuals Through Apr	FY11 YTD % Through Apr	FY12 Annual Budget	FY12 YTD Actuals Through Apr	FY12 YTD % Through Apr	FY12 YTD Budget Available Apr
REVENUES:							
Charges, Commissions, & Fees	660,000	454,396	68.85%	760,000	488,415	64.27%	271,585
Other Governments & Agencies	215,367,400	192,541,273	89.40%	231,071,700	205,289,933	88.84%	25,781,767
Taxes, Licenses, & Permits	399,146,200	328,469,195	82.29%	404,262,900	340,770,944	84.29%	63,491,956
Fines, Forfeits, & Penalties	6,200	4,261	68.73%	6,200	766	12.35%	5,434
Transfers From Other Funds and Units	25,504,700	24,825,879	97.34%	37,161,000	31,020,307	83.48%	6,140,693
All Other Revenues	658,100	743,457	112.97%	773,000	876,113	113.34%	(103,113)
TOTAL REVENUES	641,342,600	547,038,461	85.30%	674,034,800	578,446,478	85.82%	95,588,322
EXPENSES:							
Salaries:							
Regular Pay	372,556,800	326,464,555	87.63%	379,239,600	331,965,893	87.53%	47,273,707
Overtime	1,397,800	1,498,520	107.21%	1,223,100	1,033,136	84.47%	189,964
All Other Salary Codes	7,190,700	6,093,989	84.75%	9,508,400	8,294,076	87.23%	1,214,324
Total Salaries	381,145,300	334,057,064	87.65%	389,971,100	341,293,105	87.52%	48,677,995
Fringes	121,875,700	106,034,387	87.00%	130,259,600	113,828,840	87.39%	16,430,760
Other Expenses:							
Utilities	21,612,200	19,935,756	92.24%	24,116,300	18,746,976	77.74%	5,369,324
Professional and Purchased Services	35,813,499	29,142,851	81.37%	35,548,700	27,323,361	76.86%	8,225,339
Travel, Tuition, and Dues	1,292,756	900,574	69.66%	1,279,004	953,900	74.58%	325,104
Communications	2,479,670	2,110,670	85.12%	2,863,168	2,189,459	76.47%	673,709
Repairs and Maintenance Services	3,829,891	3,168,378	82.73%	3,524,271	2,972,595	84.35%	551,676
Internal Service Fees	1,648,600	1,368,726	83.02%	1,548,000	1,285,503	83.04%	262,497
Transfers To Other Funds and Units	24,987,600	19,616,915	78.51%	32,201,200	29,364,103	91.19%	2,837,097
All Other Expenses	46,657,384	40,463,362	86.72%	52,723,457	43,174,119	81.89%	9,549,338
Total Other Expenses:	138,321,600	116,707,232	84.37%	153,804,100	126,010,016	81.93%	27,794,084
TOTAL EXPENSES	641,342,600	556,798,683	86.82%	674,034,800	581,131,961	86.22%	92,902,839

METROPOLITAN NASHVILLE PUBLIC SCHOOLS
Revenue Analysis
FY2011 and FY2012

Description	FY11 YTD Actuals through Apr 2011	FY11 Annual Revenue Budget	YTD %	FY12 YTD Actuals through Apr 2012	FY12 Annual Revenue Budget	YTD %
Property Taxes	\$ 211,712,348	\$ 226,738,900	93.4%	\$ 215,472,585	\$ 224,603,300	95.9%
Local Option Sales Tax	113,613,502	167,706,700	67.7%	121,481,251	174,857,300	69.5%
Other Taxes, License, Permits	3,169,701	4,700,600	67.4%	3,845,174	4,802,300	80.1%
State Funding	192,514,918	215,367,400	89.4%	205,261,867	231,071,700	88.8%
All Other Revenues	26,027,992	26,829,000	97.0%	32,385,599	38,700,200	83.7%
Grand Total	\$ 547,038,461	\$ 641,342,600	85.3%	\$ 578,446,478	\$ 674,034,800	85.8%



Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2012

Function #	Function Name	FY2012 Budget	FY2012 YTD Actuals @ Apr 30, 2012	% Spent
ADMINISTRATION				
1100	OFFICE OF DIRECTOR OF SCHOOLS	630,900	502,437	79.6%
1110	BOARD OF EDUCATION	395,900	316,742	80.0%
1150	BUSINESS AND FACILITY SERVICES	531,000	424,081	79.9%
1190	ALIGNMENT NASHVILLE	150,000	112,500	75.0%
1200	HUMAN RESOURCES	3,095,000	2,263,222	73.1%
1205	EMPLOYEE RELATIONS	783,000	549,351	70.2%
1300	EMPLOYEE BENEFIT SERVICES	705,000	554,185	78.6%
1400	CHIEF OPERATING OFFICER	386,200	312,085	80.8%
1500	PURCHASING DEPARTMENT	809,600	584,889	72.2%
1600	FISCAL SERVICES	1,213,200	975,015	80.4%
1625	SCHOOL AUDIT	552,300	442,300	80.1%
1650	POSTAGE	429,000	185,993	43.4%
1700	STUDENT ASSIGNMENT SERVICES	716,300	585,950	81.8%
1750	CUSTOMER SERVICE CENTER	607,700	484,496	79.7%
1800	PUBLIC INFORMATION	702,000	548,149	78.1%
	TOTAL ADMINISTRATION	\$ 11,707,100	\$ 8,841,395	75.5%
LEADERSHIP AND LEARNING				
2050	LEADERSHIP AND LEARNING	3,331,000	2,338,888	70.2%
2059	INSTRUCTIONAL SUPPORT	382,800	306,736	80.1%
2060	STUDENT DISCIPLINE SERVICES	997,000	784,374	78.7%
2109	FEDERAL PROGRAMS AND GRANTS	337,700	217,118	64.3%
2110	SUBJECT AREA COORDINATORS	1,197,300	1,023,974	85.5%
2112	CENTRAL SCHOOL COUNSELING SERVICES	205,600	172,724	84.0%
2125	IN-SCHOOL SUSPENSION	1,890,900	1,657,711	87.7%
2126	HOMEBOUND PROGRAM - REGULAR EDUCATION	130,700	61,071	46.7%
2132	DRUG/ALCOHOL EDUCATION PROGRAM	111,100	90,490	81.4%
2136	GIFTED/TALENTED PROGRAM	2,350,900	2,182,586	92.8%
2145	INTERNATIONAL BACCALAUREATE PROGRAM	225,300	173,864	77.2%
2160	PSYCHOLOGICAL SERVICES	3,856,400	3,512,082	91.1%
2170	RESEARCH, ASSESSMENT, AND EVALUATION	1,740,200	1,351,102	77.6%
2171	LIBRARY INFORMATION SERVICES	663,800	487,172	73.4%
2174	DATA WAREHOUSE	1,700,700	1,271,837	74.8%
2178	INFORMATION TECHNOLOGY	11,848,600	9,445,533	79.7%
2180	TEXTBOOK PROGRAM	8,646,300	7,810,576	90.3%
2200	DISTRICT STAFF DEVELOPMENT	1,750,000	1,127,166	64.4%
2203	STAFF DEVELOPMENT SERVICES	884,900	718,770	81.2%
2204	AVID PROGRAM	267,000	158,672	59.4%
2215	PRINCIPAL LEADERSHIP ACADEMY	140,000	140,000	100.0%
2240	SUPPLEMENTARY TEACHER PAY	124,800	87,905	70.4%
2282	HANDS ON SCIENCE PROGRAM	559,900	508,491	90.8%
2307	ROTC TEACHING PROGRAM	572,500	471,379	82.3%
2310	PRINCIPALS	42,411,400	35,194,247	83.0%
2311	SCHOOL COUNSELING SERVICES	17,627,700	15,211,069	86.3%
2312	LIBRARY SERVICES	11,891,200	10,700,207	90.0%
2313	REGULAR/CTE SUBSTITUTES	6,957,600	6,646,425	95.5%
2314	HEALTH SERVICES	3,718,500	2,660,661	71.6%
2315	SPECIAL EDUCATION SUBSTITUTES	811,400	945,351	116.5%
2316	SCHOOL FUNDING ALLOCATION	3,836,800	2,864,400	74.7%
2320	REGULAR TEACHING	235,085,000	213,213,160	90.7%
2321	PRE-K INSTRUCTION	5,259,300	4,682,025	89.0%
2322	CLASSROOM PREPARATION DAY	665,200	663,409	99.7%

Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2012

Function #	Function Name	FY2012 Budget	FY2012 YTD Actuals @ Apr 30, 2012	% Spent
2323	ENGLISH LANGUAGE LEARNER - SUPERVISION	981,300	655,788	66.8%
2324	ENGLISH LANGUAGE LEARNER	25,313,600	22,906,244	90.5%
2332	SMALLER LEARNING COMMUNITIES (SLC)	392,300	182,671	46.6%
2336	VANDERBILT MATH & SCIENCE PROGRAM	382,400	74,799	19.6%
2371	CAMPUS SUPERVISORS	3,170,600	2,780,794	87.7%
2386	FEE WAIVERS	350,000	56,206	16.1%
2395	HOMEWORK HOTLINE	80,000	87,422	109.3%
2505	CAREER & TECHNICAL EDUCATION SUPERVISION	264,300	199,803	75.6%
2520	CAREER & TECHNICAL EDUCATION	7,947,600	6,333,634	79.7%
2555	METROPOLITAN GOVERNMENT IT CHARGES	2,192,700	1,989,117	90.7%
2600	ALTERNATIVE LEARNING PROGRAMS	2,798,500	2,107,443	75.3%
2650	NON-TRADITIONAL SCHOOLS	4,469,100	3,433,579	76.8%
2710	STUDENT ASSIGNMENT PLAN	5,702,200	3,942,793	69.1%
2711	SPECIAL EDUCATION GUIDANCE	210,900	183,261	86.9%
2805	SPECIAL EDUCATION SUPERVISION	1,167,100	890,810	76.3%
2810	SPECIAL EDUCATION PRINCIPALS	811,700	623,705	76.8%
2820	SPECIAL EDUCATION TEACHING	59,958,400	52,934,568	88.3%
2998	EXTENDED CONTRACT	1,112,400	832,322	74.8%
2999	CAREER LADDER	2,200,000	1,982,647	90.1%
	TOTAL LEADERSHIP AND LEARNING	\$ 491,684,600	\$ 431,078,778	87.7%
ATTENDANCE AND SOCIAL SERVICES				
3100	ATTENDANCE SERVICES	200,100	152,936	76.4%
3210	CLUSTER BASED STUDENT SUPPORT	4,596,000	3,787,230	82.4%
3250	FAMILY & COMMUNITY SERVICES	1,721,400	1,147,556	66.7%
	TOTAL ATTENDANCE AND SOCIAL SERVICES	\$ 6,517,500	\$ 5,087,723	78.1%
TRANSPORTATION				
4110	TRANSPORTATION SUPERVISION	2,922,500	2,345,565	80.3%
4120	STOCKROOM	119,900	98,957	82.5%
4130	OPERATION OF SCHOOL BUSES	14,517,600	11,339,116	78.1%
4131	OPERATION OF SPECIAL EDUCATION BUSES	7,512,500	6,038,213	80.4%
4136	SUPPORT BUS DRIVERS	569,600	207,898	36.5%
4137	BUS MONITORS	5,025,600	4,881,794	97.1%
4160	MAINTENANCE OF VEHICLES	3,974,700	3,681,623	92.6%
4319	MTA MAGNET CONTRACT	468,000	376,728	80.5%
	TOTAL TRANSPORTATION	\$ 35,110,400	\$ 28,969,895	82.5%
OPERATION OF PLANT				
5120	PORTABLE MOVING	455,000	444,499	97.7%
5212	CUSTODIAL SERVICES AND CARE OF GROUNDS	22,668,100	17,167,518	75.7%
5220	UTILITY SERVICES, NATURAL GAS	3,477,900	2,385,971	68.6%
5230	UTILITY SERVICES, WATER & SEWER	3,253,100	2,275,497	69.9%
5240	UTILITY SERVICES, ELECTRICITY	20,114,700	17,189,393	85.5%
5250	UTILITY SERVICES, TELEPHONES	1,342,000	976,450	72.8%
5260	UTILITY SERVICES, WASTE DISPOSAL	761,000	683,146	89.8%
5280	RADIO TRANSMISSION	326,500	266,689	81.7%
5315	FIXED ASSET SERVICES	1,840,800	1,763,692	95.8%
5320	DELIVERY & MAIL SERVICE	443,700	354,529	79.9%
5325	SAFETY AND SECURITY	2,227,800	1,744,112	78.3%
5326	ATHLETIC EVENT SECURITY	470,500	281,924	59.9%
	TOTAL OPERATION OF PLANT	\$ 57,381,100	\$ 45,533,422	79.4%

Metropolitan Nashville Public Schools
General Purpose Fund #35131
Expenditures by Function
For the Fiscal Year Ending June 30, 2012

Function #	Function Name	FY2012 Budget	FY2012 YTD Actuals @ Apr 30, 2012	% Spent
MAINTENANCE OF BUILDINGS				
6110	MAINTENANCE SUPERVISION	573,600	413,199	72.0%
6120	CONSTRUCTION SUPERVISION	498,100	390,921	78.5%
6300	MAINTENANCE OF FACILITIES	16,943,200	13,816,335	81.5%
	TOTAL MAINTENANCE OF BUILDINGS	\$ 18,014,900	\$ 14,620,455	81.2%
FIXED CHARGES				
7130	UNEMPLOYMENT COMPENSATION	1,500,000	1,500,000	100.0%
7210	RENTAL LAND AND BUILDING	410,000	341,630	83.3%
7311	RETIREEES GROUP INSURANCE-CERTIFICATED	17,053,700	13,614,086	79.8%
7315	EMPLOYEE DEATH BENEFITS	74,000	64,100	86.6%
7316	EMPLOYEE INJURIES ON THE JOB REIMBURSEMENT	3,080,900	3,080,549	100.0%
7318	RETIREMENT SICK LEAVE PAY-CERTIFICATED	1,020,700	514,359	50.4%
7319	RETIREMENT SICK LEAVE PAY-SUPPORT	208,100	128,116	61.6%
7320	BUILDINGS AND CONTENTS INSURANCE	710,200	710,200	100.0%
7321	BOILER & ELEVATOR INSPECTION	80,000	73,662	92.1%
7325	INSURANCE RESERVE	14,700	8,260	56.2%
7340	LIABILITY INSURANCE	1,290,600	1,290,280	100.0%
7499	GUARANTEED PENSION PAYMENT	4,285,000	3,570,833	83.3%
7777	PROPERTY TAX REFUND	4,022,700	3,866,609	96.1%
7900	LEGAL SERVICES	192,000	192,000	100.0%
	TOTAL FIXED CHARGES	\$ 33,942,600	\$ 28,954,684	85.3%
ADULT AND COMMUNITY SERVICES				
8119	DISTRICT DUES	72,100	70,688	98.0%
8320	ADULT EDUCATION PROGRAM	338,700	304,250	89.8%
	TOTAL ADULT AND COMMUNITY SERVICES	\$ 410,800	\$ 374,938	91.3%
	OPERATING TRANSFER TO CHARTER SCHOOLS FUND	\$ 17,666,000	\$ 16,391,317	92.8%
	REIMBURSABLE PROJECTS	\$ 1,599,800	\$ 1,279,354	80.0%
	GRAND TOTAL:	\$ 674,034,800	\$ 581,131,961	86.2%